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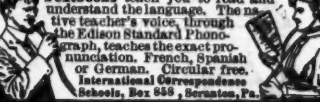
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## Master Brontë.

By J. D. EGGLESTON, JR., Richmond, Va.

In his very interesting book, "The Brontës in Ireland," Dr. William Wright endeavors to trace the origins of the Brontë family and the Brontë genius.

The quotations given below are so in harmony with the ideal teaching spirit for which THE SCHOOL JOURNAL has long been manfully pleading, that they will doubtless prove of more than usual interest to its readers. It should be remembered that this teacher "kept school" 100 years ago.

"Master Brontë was the father of Charlotte and Emily Brontë, and one cannot help thinking of the deep impression a man with such ideas must have made and of the powerful influence of these impressions in bringing the Brontë genius to its perfect flower :

It is still remembered that "Master Brontë" studied the characters of his pupils, and dealt with each one according to his abilities. In this matter he differed widely from the ordinary school teacher, who makes no difference between clever boys and dull boys, and labors like a drill sergeant to make all march by the same line and rule. There is no profession in the world in which one sees learning and common sense so absolutely divorced as in that of the school teacher.

The little boy with the bright eye and massive head of the scholar is at the top of the class with scarcely an effort, while the leaden-eyed, sloping headed scion of a race of dunces is toiling with his feather-weight of brains at the bottom of the class. The boy with ten talents is praised and petted, and rewarded for doing the work that the boy with one talent is expected to do ; and the boy with one talent is bullied and punished for not doing the same lesson as the boy with ten talents.

These were the good old whipping days, only the taws fell on the wrong palms. The teachers should have been whipped for beating dull boys because they could not learn lessons that they had neither brains nor heart to learn.

Patrick Brontë began on a different plan. He found out what each pupil could do and liked to do, and he endeavored to educate them on the lines of their own gifts and qualifications. By education he sought to draw out and develop the faculties with which they were endowed. Teaching on these lines, he had no occasion to exercise physical force. He brought common sense or "gumption" to his work, and he required no taws.

The pupils of Glascar school were largely children of farmers and workpeople. When the master came upon a child preternaturally dull, he did not harass him as a blockhead, or make his life miserable as a dunce. He never let the school, or even the boy himself, suspect that he was dull ; but he put him to easy lessons that were necessary to qualify him for the narrow sphere in which his life would in all probability be cast, and the pupil worked at these with hearty goodwill and intelligence.

But when he found a clever student he let him have full swing in the higher branches, and several little country boys who began their studies under Brontë succeeded in forcing their ways to the universities, and some of them became professional men of eminence.

To all pupils who came under his influence he communicated a taste for learning in their own spheres, which they never forgot ; and some of them who were unable to reach the universities themselves were careful to let their children have the advantages that they had missed.

During the short time he was teacher at Glascar, Master Brontë put new life into the school. He became the friend of all his pupils, and visited their parents to advise as to their careers. The dull pupils he sent home to help their parents ;

but he established a night-school in which they might practice what they had learned, and learn more if they were so inclined.

At the night school amusement was added to lessons, and there was no difficulty in drawing pupils. Before the classes broke up, the young people were put thru a series of gymnastics, and a number of church tunes were sung, each pupil repeating the words he wished to be sung, and raising his own tune. Brontë thus sought to quicken intelligence in the dull pupils, for whom the night-school was principally intended.

But when Brontë found really bright pupils he was loth to part with them, and so earnestly did he plead with their parents that many of them permitted their children to remain at school longer than they otherwise would have done, that they might enjoy the training of their enthusiastic teacher.

On this subject the Rev. W. J. McCracken of Ballyeaston, writes me as follows :

"My mother was a pupil of Patrick Brontë when he taught the school at Glascar Hill. I heard her say so many a time. She was also a favorite scholar with him ; for when she was withdrawn from school to help in household work, she being the eldest of a large family, Patrick Brontë came to her father's house, and besought them to send her back and keep at home another sister, whom he considered a dull girl. Patrick must have been teaching this school about the beginning of the century, as my mother was six years old at the time of the rebellion."

Many such traditions still linger in the Glascar district. Master Brontë did not limit his pupils to the ordinary school-books. The despotic system of competitive examinations on the Chinese model had not been established in country schools, and children were not treated simply as smooth bores, and charged to the muzzles with text-books, to be belched forth on testing days, leaving nothing behind but wasted residuum. They could touch subjects of interest that did not tell in examinations, and so the young teacher introduced them to Milton's Paradise Lost, and other masterpieces of English literature.

They took the teacher's book home at night in turn, copied out their pieces, and then recited them at the close of school hours, or at the night-school. The young people's minds were thus stored with noble forms of speech and glowing thoughts, and the wave of intelligence and literary taste set in motion at Glascar in the closing years of last century cannot be said to have quite died away. (Pages 241-244.)

And here is an extract that makes one almost gasp at the young man's boldness. What would most of our country folk think and say even now if a similar attempt were made by the teacher ?

At Glascar school it was not "all work and no play" The master led his pupils, two by two, on Saturdays to visit the different places of interest in the neighborhood, and on these expeditions he tried to make them see the beauty of the landscape. He would stop them on the way and draw their attention to the lights and shadows chasing each other over the fields, to the curves of hills and mountains, to the different ways in which birds flew, and to the hidden beauties of the common flowers that blossomed by the waysides. Some of the pupils said he was mad, but others received sight to discern the unnoticed beauties of the things that lay around them.

During the summer holidays he organized more ambitious expeditions. On several occasions he led the older boys and some of their elder brothers to explore the Mourne mountains. On one of those trips the party got separated on Slieve Donard, and a thick mist having overspread the mountain the explorers lost their way ; and as they did not return home at the appointed time, much alarm was caused to their families.

It was several days before they all reached home, footsore and exhausted, but rich with romantic stories of hairbreadth escapes and thrilling adventures, which served as travelers' tales for the remainder of their lives.

Skating expeditions to Loughorne and Loughbrickland gave scope for daring feats and startling adventures. On one occasion the water had been drawn off from the lough, and when the party were in the middle of it, and far from land, the ice broke with a roar like thunder; but Brontë kept cool and steered his whole party safe to the shore.

Were Master Brontë living to-day he would be an educational leader. What close friends he and Mann and Page and Ruffner would have been!

## The Pleasure of Achievement:

### A Study in Educational Dynamics.

By J. R. SWENSON, OLIVIA, TEXAS.

Among all the methods which experience in the school-room has invented and developed for inducing the child to progress rapidly on "the flowery path of knowledge," the place of priority, if not of honor, must surely be given to the rod. A system of rewards and prizes in which competition is the mainspring has also long and widely been in favor and proves often a powerful stimulus.

If, as some maintain, the stages of a child's intellectual growth correspond with certain periods in the civilization of the human race, in the same way as his pre-natal development with the evolution of organic life, then it may be that there are times when the brute, the savage, and the barbarian predominate in the youthful individual and these incentives of fear, selfishness, and competition are in order. But they are unworthy of enlightened civilization, to say nothing of Christianity and, if adhered to after the child becomes susceptible of higher motives, thwart the purposes of true education.

Better serving these purposes is another motive which may be named "the pleasure of achievement." It depends on pleasure, indeed, but which motive, in the last analysis, does not that? The question in regard to any motive need only be as to the reality and dignity of the pleasure which underlies it.

Who has not been conscious of a deep, quiet joy on finishing, unaided, some difficult task? A sense of victory over material circumstances, unmingled with the bitterness or contempt which frequently characterize personal struggle, pervades one. This "pleasure of achievement" is not so strong and intense, perhaps, as the "fun of beating." But it brings one a satisfaction akin to the Creator's when "he saw that it was good," which lifts one's consciousness into higher and purer relations.

A desire for this pleasure is well adapted to impel the child to efforts for its own development, particularly according to the modern idea of education by action and growth as distinguished from the old notion of learning by absorption. It is one of the chief elements of that composite state of mind, known as interest. Its action is manifest not only as a definite end which the child seeks, but rather more as a sort of reflex action. The gratification over each new word "made out," each meaning grasped, each problem solved, each drawing completed, gives impulse to further work in the same line. The one requisite is that the work be accomplished by child's own powers. It lends itself, therefore, with peculiar effectiveness to such methods as the phonetic method of learning to read, and the use of objects in numbers, by which the work can be planned into such steps that the child is able to progress and ascend chiefly by the exercise of his own unfolding faculties with a minimum of outside aid. There are few subject but admit of such arrangement in greater or less degree.

But this method is more than a mere school-room incentive. It is also an important element of moral education, in that it introduces to the child a motive which will give vigor to its life, and which, tho not in itself the very highest motive, will develop into altruism more readily than the forms of emulation.

## Some Educational Tests of the Schools.

By C. S. COLER.

We judge the tree by its fruits, the school by results. It costs money to keep children in school. Did you ever think of that?

If you are a teacher, just take your pencil and count the cost of keeping a boy or a girl at the age of twelve in school for one year, books, clothes, board, laundry, tuition, sundries. How much do you make it?

Well, the patrons of these public schools have a right, not only to expect, but to demand something for their money.

What are some of the evidences by which the work of public schools is to be judged?

### 1. *That children shall know how to study.*

An eminent lawyer once said to me that a boy who knows how to study and where to look for things when he wants them is well equipped for the work of life. Did you ever consider the value of concentration of mind? Do your pupils know what it is to be "lost in study"? Do they know how to attack new subjects for themselves, or do they wait to have you "chew" them over first?

### 2. *That children shall love good books.*

When my boy comes home and asks for a quarter to buy a book to read I am pleased. When he saves his pennies and buys it for himself I am delighted.

Children should be encouraged to build up "libraries" of their own. The teacher who can inspire her children with the love of good books deserves many marks placed to her credit. "How can you do this?" Well, we'll leave that for you to think about. It can be done. It has been done. It will not do itself. It doesn't happen by chance.

### 3. *Pupils should be inspired with the disposition to grow.*

"I want to go to college," "I'm bound to see the world," "I have decided to be a lawyer," "I want to be a man." When children come home from school with such expressions as these it is evidence of a good teacher if not of good schools.

A noble purpose once fixed and education is assured. The greatest teachers that the world has known have excelled in ability to inspire the young. To know how to study, to love good books, to desire to grow, these are evidences of good work in the schools. What else?

### 4. *Children should be taught to use good English.*

"No easy thing to do," you say, and right you are again. But good English, whether spoken or written, whether heard in conversation or in oration, whether read in book or in letter, is one of the best evidences of education.

Do your pupils use good English on the school grounds and in reciting? Can they write a letter in neat and proper style? "Yes!" Well, you shall have more marks to your credit.

### 5. *Teach honesty and courtesy.*

When a preacher asked me how the Sunday school could be made more effective, I replied, "By teaching the children not to cheat and lie at school." But the Sunday-school can only do its part. The home and the day school must assist.

Do your pupils always tell the truth? And never copy their work from another nor give in grades higher than they should be? And are they courteous and gentle in manners?

If these good qualities abound, I assure you it is not by chance. And what more shall we say?

To know how to study, to love good books, to desire to grow, to use good English, to be honest and courteous, let us think on these things, for they are certainly to be found among the best evidences of education that we have.



# University Trained Teachers for High Schools

By Supt. M. A. Whitney, A. M., Elgin, Ill.\*



WITHIN the past few years it has come to be quite the fashion to demand college and university trained teachers for high school positions. There has come to be a feeling that better training and better scholarship should be brought to the position of teacher in all grades, and that a training of four years beyond the grade of school in which one is to teach is not too much to demand of any teacher. Without in any way belittling the work of a large number of noble teachers who have made brilliant records in secondary and higher institutions of learning with comparatively little education from the schools, I think we can all readily agree that, other things being equal at the present time, we prefer teachers with broad education for high school work. We expect from such teachers ripe scholarship, and a capacity for a greater breadth of view than we look for in those of less education.

One of the duties of every teacher is to inspire his pupils with a love of learning, and to point the way. The college men and women in the secondary schools have been very influential in filling up the colleges and in encouraging young men and young women to secure a higher education. Their influence in a community for higher education has been to raise the standard of the schools of the community.

The inspiration that comes from a great teacher is beyond the measure of men's words. Such inspiration comes from men and women of broad outlook and large experience.

But does this broad outlook and grasp of present day problems come sooner to the university trained than to the one who lacks such training? Properly trained, the chances are in favor of those carefully selected from among college and university trained teachers.

Goldsmith's preacher pointed to heaven and "boldly led the way." Power to teach is by no means underestimated; power to point and boldly lead the way is essential; but this combined with ripe, exact, broad scholarship ought to furnish a combination not to be matched by those possessing a narrower outlook.

Do all university trained teachers possess these so essential qualifications of broad outlook and sound scholarship and wise leadership? Would that they did! I am not claiming the unreasonable for any class of people. I am only seeking the best combination.

But I do not need to argue for the strong points of college and university trained teachers. In fact, I think I should have been better satisfied if that part of my subject had been omitted and I had been asked to deal only with their weak points, for, verily, then I should have had a subject which passeth my ability to cope with in the limits of my time. But it may be well that the subject was stated in the way it was, for it has given me an opportunity to define my position so that I may not seem in the latter part of this paper to oppose university training for teachers.

If what I shall have to say shall have a tendency to bring any part of our great system of public education into closer and more harmonious and helpful relations the one with the other, then my object will have been accomplished, for it is not my purpose to advertise or discredit any class of teachers.

Since, then, the tendency toward employing university trained teachers in our high schools is so strong, it may be well for us to pause a moment and examine the kind of a teacher which the university produces, and to inquire whether there is still anything to be desired. All connected with either high schools or universities are, I am sure, anxious that the best preparation possible shall be given those who are to work in the schools.

## Some of the Weak Points.

I desire to touch upon a few weak points in the education of the college graduate as he appears, and possibly to suggest how some of those points may be strengthened in the preparation of future teachers.

1. His estimate of scholarship is too great, and of character generally too small. He is ambitious to gain a reputation for scholarly ability, and this often leads him to lose sight of the principal aim of his instruction. He is apt to think scholarship is measured by a mastery of a great body of great facts and principles, forgetting that the littles go to make up the great.

2. He has too close a view of the higher education and too remote a view of the lower. The thing freshest in his mind as he comes to the work of the high school is the work of the junior and senior classes, and he is prone to draw upon this for even the youngest pupils in the secondary schools. To illustrate: Recently I knew a young man who had made during his senior year in college a very elaborate study of the frog. He came into a high school to teach pupils of the first year, and he brought his frog along with him; not the identical frog that he had studied the previous year to be sure, but no topic of study would satisfy for his first year pupils but the frog. This might not have been so far amiss had he not attempted to present it in exactly the same manner that it was presented in the college, and had he not demanded a reproduction of the college laboratory in which to carry on his operations.

Another illustration was a teacher who came fresh from college with youthful enthusiasm in the study of botany. She brought her senior college botany along with her; nothing else would suffice, and all the equipment of the college laboratory must come along also. Thus she began with the beginners where she herself had left off, instead of beginning at the beginning and advancing in the proper order.

So much of our work is along this line that we are coming to have no systematic, orderly, properly correlated courses in any subject. We begin in the middle or at the top and go in any direction that caprice may dictate rather than follow a proper, natural sequence. The teacher of English brings her college methods into the high school and spends most of the time upon advanced work and higher criticism, forgetting that there is a great body of elementary principles which have not yet been well fixed, and the lack of which rob the students at least of the outward appearance of culture. This higher criticism is good in its place, but there are some other essentials that should either precede or accompany it. Too many of our teachers, imbued with the spirit of higher education, have forgotten the fact. It is one very good reason why we hear so much about poor spelling, poor pronunciation, poor use of English, and inexact, indefinite work along so many lines. Under the influence of these over-enthusiastic leaders our young people have been led to strain after what was on the higher limbs of the tree of knowledge and to overlook the more valuable easily within their reach.

Too often the university graduate comes to the work of the high school wholly out of touch and out of sympathy with elementary education. He takes a class in the first year high school; the work he encounters is eight years removed from the work he has just left in college. He has in his advanced study, in certain cases, learned to call things by names unfamiliar to the younger children. For example, they know a "noun clause," but never have heard of a "substantive clause." (Perhaps they should know it by both names.) He talks about a "substantive clause" and because they do not know it by that name at once concludes that they know nothing about grammar. If his view of the whole had been as complete as it should be, and his power of

\*Paper read before the Illinois University High School Conference, May, 1901.

adaptability had been properly cultivated, such errors would be less likely to occur. We may, I think, almost lay it down as a principle that the farther removed this unadaptable university graduate is from any grade of the schools the less valuable he becomes. This is why the college graduate is such a lamentable failure *at first* in the work of the grades below the high school, unless he has served an apprenticeship in the grades before his college course.

Another weak point in many broadly educated teachers is a failure to connect the work they are doing with present-day problems. They will study the overthrow of the Spanish Armada by the English, without ever thinking of those other great calamities to the ships of the same nation at Manila and Santiago. The only significance of the Louisiana purchase is the acquisition of so much territory, and has no bearing upon the greater problem of expansion. All the work of the schools has these points of contact, the past with the present. Are such applications used so little by our scholarly teachers because they have become so accustomed to research, hunting for a fact,—that they have failed to see the significance and vital force of that fact? They remind one of the eminent professor who was "so busy with the science of embryology that he never hatched anything."

The schools and the world have little or no use for doctors of philosophy in science who cannot tell an oak from a maple nor a tomato from a pumpkin; in history, who have no acquaintance with the common men and events of this present life, but are wandering in the mist and haze of historical philosophy, their tow line which should connect the past with the present functionless, and their common sense gone to seed; doctors in literature who cannot teach how to write an intelligible sentence; who know the people of the books, but not of life, and have never found the "books in running brooks, sermons in stones, and good in everything."

A very common fault with high school teachers is the tendency to criticise the work of the elementary schools. The more inexperienced and incompetent the teacher, as a rule, the severer the criticism. A common criticism is that such and such subjects are not properly and thoroly taught in the grades. The fault lies usually with the high school teacher, and his lack of knowledge of what has actually been done, and what should be done in the elementary schools. It is not possible, and would not be wise if possible, to exhaust any subject with pupils before they are of high school age. We deal with the facts of technical grammar to a certain extent in the grades, but there are parts of technical grammar better and more easily understood after language study has been begun. Such parts should receive attention in the high school. Some exact information is sought in the grades; it should be further established in the high school. It is true that there can be no sharp dividing line between the elementary and the higher, as there can be no sharp line of demarkation between the trunk of a tree and its branches. The one grows naturally out of the other. An historical fact may have a significance perfectly clear and plain to the young boy of ten; it may have a deeper and more far-reaching meaning to the mature man of fifty.

Just how far the elementary school should go with the gaining of information in a subject, the interpretation of facts and the applying of principles, and just where the secondary school should begin are perplexing questions. Unless the high school teacher has given much consideration to both elementary and secondary work he should be slow to say that *this* should be taught in the elementary school and *that* in the high school. His university training ought at least to convince him that here is an important problem, one upon which he has no right to be dogmatic until he has struggled with it for several years at least.

But though there is no sharp division line beyond which the elementary school should not go, and below

which the high school should never dare to look, there is a proper sequence, or gradation, or correlation of the parts of a subject; and in the order of work, wherever the work is begun, this sequence should be followed. Perhaps I can best illustrate this point by reference to a recent discussion of work in botany before a body of superintendents, meeting in Chicago. After discussing a series of topics which had been suggested by a well known botanist, topics well adapted to the capacities of children in the grades, the question arose, "What should be the work of the high school where the elementary school has done none of this work suggested by said topics?" "The high school should begin at the beginning of these topics" was the answer, but necessarily the high school work must be more elementary than it would be if the beginning had been made in the grades. This seems to be the wisest method of procedure whether the work is intended to meet the needs of the teacher who is to teach in the elementary schools, to meet the needs of those who will never go to college, or of those who go to college.

We can not longer do other than to begin at the beginning of our subject and work up step by step, whatever be the purpose of teaching the subject.

(To be continued.)

## Studies in Macbeth.

By J. D. MEESE, California, Pa.

The teacher who leads a class in the study of Macbeth should feel that he is successful in the degree that he arouses interest in his pupils. It may be well at first to get hold of the plot, notice the stage setting, get acquainted with the characters. This done, other matters should follow, (1) dramatic purpose; (2) unity; (3) cause and effect; (4) lessons taught, etc., etc. Many of the more striking passages should be memorized. Certain subjects should be assigned as themes for brief compositions; among these I name "The Nature and Influence of the Weird Sisters," "Salient Points in the Character of Duncan," "The Banquet Scene."

One exercise I find quite useful is to ask each pupil to write from five to ten good questions on each Act as he goes along. These self-imposed, or rather self-wrought, questions tell me very well what progress he is making. I judge a pupil quite as much by the questions he asks as by those he answers. Another exercise I find useful is to question the pupil very closely on certain passages here and there without worrying him by a like exercise on the whole play. For example, one of these passages will be the last scene in Act II. of Macbeth. Could the dramatist have left this scene out without impairing the play? Why does he introduce the Old Man when he makes such little use of him? Is there any hint that nature abhors a crime? Does sin affect nature? Conversely, does nature in its roughest mood foster crime? What hints are thrown out by the fact that one of the noblemen goes to Scone while the other goes to Fife? These and other questions, becoming more and more direct, will eventually bring the learner to see that this remarkable scene serves, at the very least, two purposes in the drama.

As a sort of guide and stimulus, I usually hand each pupil a printed set of suggestions and questions something like what follows:

1. Make a chart of the play, assigning a subject to each scene and naming the chief characters in it.
2. Places—how identified with the plot?—Forres; Inverness; a heath; a cavern; Fife; England; Dunsinane; Birnam wood; Scone.
3. Historical setting of plot? unity? climax? why a tragedy? when written? nature of the action?
4. Dramatic purpose of Scene 1, Act I.? of introducing Macbeth so late in Act I.? of the English doctor in Act IV.?
5. Good influences placed over Macbeth? evil influ-



ences? why does he fall? Compare with Banquo.

6. Where does Lady Macbeth first appear? where last? Point out with care the leading features of her character. Compare with her husband.

7. Of what strong qualities is Duncan possessed? Macduff?

8. Dramatic purpose of the witches? Do they exert any influence over Macbeth? Is their prophecy concerning Banquo ever fulfilled? How often do the witches appear?

9. Show what purpose Malcolm serves in the play.

10. What ideas are suggested to us by the Old Man in Act II?

11. Make a list of the persons who are described as meeting their death in this play.

12. Make a list of the birds named in the play. What purpose does each subserve?

13. Show the workings of Nemesis in the plot.

14. Discuss the character of Macbeth, making a close analysis of his various moods.

15. What is the purpose of introducing Lennox in the play? Young Siward? Fleance? the Scotch doctor? the Porter? Lady Macduff?

16. Quote the lines in the play showing prophecy; envy; revenge; patriotism; serenity or repose; caution; courage; grief; horror; surprise; deceit; remorse; repentance; prayer; superstition; humor; confidence; distrust; suspicion; irony.

17. Expand each of the following expressions, and tell by whom and under what circumstances each was uttered: *a.* Fair is foul—*b.* There's no art—*c.* Your face, my thane,—*d.* The temple-haunting martlet—*e.* I have no spur—*f.* There's husbandry—*g.* Is this a dagger—*h.* Had he not resembled—*i.* Sleep that knits—*j.* The sleeping and the dead—*k.* Most sacrilegious murder—*l.* Threescore and ten I can—*m.* Thou play'st most foully—*n.* He hath a wisdom—*o.* After life's fitful fever—*p.* Stand not upon the—*q.* Double, double toil—*r.* Let this pernicious hour—*s.* He hath a heavenly gift—*t.* The night is long—*u.* All the perfumes of Arabia—*v.* Canst thou not minister—*w.* Life's but a walking shadow—*x.* Lay on, Macduff,—*y.* Henceforth be earls—.

## The Study of Chemistry in Schools.

By JOHN WADDELL, School of Mining, Kingston, Ont.

It may be a question whether chemistry should form part of a school curriculum, but there is no question, that, if taught at all, it should be taught so that its educational value may be as great as possible; chemical phenomena should be accurately observed, their relationships carefully noted and any theoretical deductions from the facts learned should be assigned their proper place.

It is important that the pupil leaving school and pursuing the subject no farther, should have had all the mental training that can reasonably be expected from the length of time spent upon the branch, and that the student going more deeply into the subject, in the university or in the technical school, should have nothing to unlearn.

There are four educational objects prominent in a scientific training. First, accuracy in observation; second, skill in comparison; third, readiness in questioning nature; fourth, judgment in the interpretation of results obtained.

A moral training in love of truth is also given since there is no object in asking nature to tell lies.

The ability to group facts into a theory, to gather together widely extended relationships into one great whole, to build up a theory of gravitation or of atoms or of evolution, is the gift of genius, not the product of education.

Considering then the four objects mentioned above, the question arises, Is chemistry the science best fitted for giving the education required, and is it suitable for schools?

Accuracy of observation is an essential in every science and is the power first requiring cultivation. Chemistry gives a training to this faculty, but in botany accuracy of observation is so prominent a feature that botany should probably be the first science studied. Accuracy of observation is needed in detecting the nature of the bark, the appearance of the branches, and the shape of the leaves of the elm or the oak or the maple, or in the identification of the dandelion by the flower stalk, and the peculiarly indented leaves.

This last example brings me to the second object of scientific training—skill in comparison. Only last August I showed a flower to a friend and asked what it was. He laughed, thinking that I was handing him a dandelion. But it had a solid stalk and the looking like the dandelion was really the goat's beard.

The facts of chemistry do not lie so open as those of botany, and it is not so elementary a subject. Chemical operations are not readily seen by the wayside. They are of course, the reddening of rocks containing iron, the decay of plants, the burning of fuel, and show chemical action, but to understand the operation needs greater mental ability than is required for the observation of many ordinary botanical phenomena such as the square stem of the mint plant or the distinct parts of the buttercup; and chemistry affords no better objects for comparison and contrast than the flowers of the buttercup and of the strawberry.

But if we come to the third educational object of scientific training we find that botany is not so valuable as chemistry. It is possible in botany to question nature, in other words, to carry out experiments. It is possible to plant a number of seeds, and by examining them in their growth day by day to learn how the seed swells and bursts its coat, how the root goes downward and the stem upward, how the cotyledon contribute to the nourishment of the young plant, how the leaves unfold, how the buds open and how the flower ripens to fruit; and it is possible to compare and contrast in these respects the growth of bean and Indian corn; but these experiments take a long time, and botany in this respect is not so useful as chemistry or physics. Astronomy is not an experimental science at all. We cannot cause eclipses or falling stars or sun spots. All that we can do regarding astronomical phenomena is to increase our powers of observation and to take advantage of the experiments that nature herself performs.

Physics and chemistry are pre-eminently experimental sciences. We arrange the conditions under which nature is to work; we ask what will happen if a certain volume of air is subjected to pressure, or a thermometer is placed in the vapor of a boiling liquid, or a current of electricity is passed thru a wire surrounding a bar of iron? Or we ask what will happen if zinc is put into sulphuric acid, or a glowing taper is placed in oxygen, or a mixture of chlorate of potash and sugar placed on an anvil is struck by a hammer? Then comes the interpretation of the results, and usually the experiments connected with the study of physics being more in the line of our ordinary daily experience are more easily understood. But chemistry being more difficult gives a still greater training. It exercises the scientific imagination in the interpretation of results and is a fitting sequel to work in the other branches, but its study in my opinion should not be undertaken till some progress has been made in the more elementary sciences. It is not meant, of course, by calling botany and physics more elementary subjects that the problems taken up by the advanced student in these branches, may not be just as complex and difficult as those provided by chemistry, but that difficult problems do not meet the pupil in the school at so early a stage.

Granting then, that the school curriculum allows time for the three sciences they should be begun in the order botany, physics, chemistry, and the last should be studied in such a way as to get all the benefit possible from the training which it is specially fitted to give.

It is useless and worse than useless to start out with

a discussion of atoms and molecules, symbols, and formulae, tho to some children the subject may be very fascinating. I remember well, the interest with which I learned that Democritus had some hypothesis regarding atoms and that the modern ideas had been foreshadowed a long time ago. But I got an altogether wrong idea about atoms, I had a wrong conception of the meaning of formulae and I absorbed that kind of chemistry which helped to postpone desire for research or even for accurate observation of phenomena. And such is often the case in our schools. The pupils imbibe Democritus' idea of atoms which was unfruitful for centuries, rather than the Daltonian theory which in one hundred years has led to such an enormous development.

When the study of chemistry is begun in a school, the teacher may perhaps profitably give a few preliminary demonstrations, showing brilliant and striking experiments, such as the burning of magnesium ribbon in air, of iron wire in oxygen, of phosphorus under water, or such as the marked effect of a trace of iodine on starch solution, or of a drop of ferric chloride added to a solution of potassium sulpho-cyanide, or of a minute crystal of sodium acetate on a supersaturated solution of the salt. Such experiments might perhaps lend interest to the subject and prove an incentive to the pupil.

But the *real* study of the subject should begin with some common substance such as air or water. I think the latter best, since a liquid appeals more readily to the senses than a gas. Some of the properties of water should be accurately observed and experimented with. It is not necessary to draw a sharp line between physical and chemical properties, but the latter should be arrived at finally. I think it a good plan to experiment with water of different grades of purity, such as river and sea water and to find out how pure water may be obtained from these. This consideration leads to the question whether pure water is itself a simple substance or can be decomposed?

Accuracy of observation must never be lost sight of. When mercuric oxide is heated its change of color should be noted, also whether the substance melts before decomposition; and not only should the oxygen be tested but the mercury should be examined. In the preparation of hydrogen from zinc the effect of strong and of weak sulphuric acid should be noted.

At every step there is opportunity for comparison. There is the opportunity to compare the action of sulphuric acid and of hydrochloric acid on zinc, whether the strength of acid affects the result equally in both cases. Also the action of sulphuric acid on zinc and on iron may be compared, the odor of the hydrogen noticed in each case, and the crystals of zinc sulphate compared with those of ferrous sulphate.

In all these cases which we have been considering, the accuracy in observation and skill in comparison are exercised upon operations of nature conditioned by the experimenter. He has been asking the questions, nature has been giving the answers.

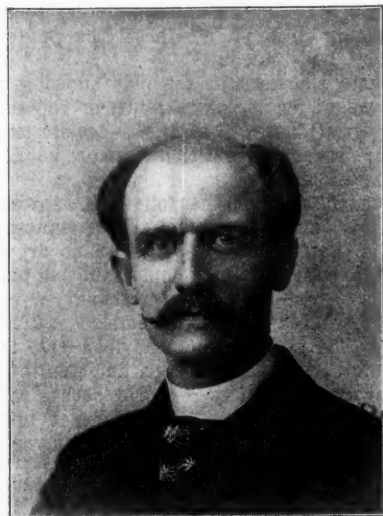
The experiments are easy; the interpretations of the answers are not difficult—but the training is valuable. How important it is that the interpretation of results should be carried out with judgment, may be illustrated by the history of the phlogiston theory. It was thought, that in the burning of wood or other combustibles phlogiston escaped, this process accounting for the heat of combustion. In the same way there was an escape of phlogiston when lead was heated in the air and became changed to a yellow calx. This theory was held for a long time but Lavoisier found that when a calx of mercury was formed by heating the latter in air the calx was heavier than the mercury from which it was formed, and that air lost part of its constituents; and so the process of oxidation was made clear, the theory of phlogiston was abolished and the use of the balance was established.

A later very striking illustration was afforded by the discovery of argon. When Lord Rayleigh found that the nitrogen obtained from compounds containing the

element was of less density than that obtained from air, he first thought that the former contained some light impurity and it was only after considerable investigation that the correct interpretation was arrived at and the element argon was discovered.

There is abundant opportunity in the study of chemistry for the cultivation of the scientific faculties. Accuracy of observation is essential; comparison of similar elements such as those of the chlorine group, or of the group of the alkalies, or of the alkaline earths, or of compounds, such as the various acids, or the different oxides, gives admirable exercise; while the arrangement of experiments in the best manner and the interpretation of the results obtained are special features of the science.

Great care should be taken in our schools that this mental discipline should not be neglected for the purpose of instilling into the pupil's mind hazy and often erroneous ideas about atoms, molecules, and chemical



Supt. E. G. Ward.

The death of Borough Supt. E. G. Ward, of Brooklyn, Sept. 13, is reported. Universal sorrow thru' out the greater city and the county at large will follow this announcement.

affinity, leading him to suppose that some chemist of great intuition or of hypermicroscopical power of vision learned that the molecule of sulphuric acid is made up of two atoms of hydrogen, one of sulphur and four of oxygen and that this substance is therefore designated by the formula  $H_2SO_4$  and that he himself has made great advance when he is able to give the formula of a number of different substances.

The pupil should not learn formulae till he has learned some facts that give formulae a meaning. He should learn that they are given to represent, as far as possible, physical facts learned by experiment and that they represent quantitative results; that  $H_2O$  strictly represents a certain definite quantity of water and that the formula is given because it is found possible to divide the hydrogen of a given quantity of water into two parts, so that one-half of it may be in one combination, and the other half in another combination, while it is not possible so to divide the oxygen; and that other formulae rest on a similar experimental basis which he may not have personally examined but which has been investigated by others.

Such teaching needs special watchfulness on the part of the teacher. It is remarkably easy to give a semblance of training instead of a real education, and in few branches is this more easy than in chemistry. The school text-books for the most part encourage the teacher in the more easy but less effective methods, and many university professors much prefer to teach chemistry to a student beginning the subject for the first time, rather than to one who has had a smattering of the science in school.



## Notes of New Books.

*A Text-Book of General Physics*; for the use of colleges and scientific schools, by Charles S. Hastings, Ph.D., and Frederick E. Beach, Ph.D., of Yale university. The method in which physics will be discussed is determined by the author's own preferences. Professors Hastings and Beach have a genius for pure mathematics. Hence every principle and law is first demonstrated deductively, and then only are the results referred to experiment. The plan is admirably adapted to develop accurate reasoners, and few text-books have appeared in which the method has been as successfully carried out. Its defect is that it rarely extends the boundary of human knowledge. Work and energy are made the basis of the reasoning, and all the different forms in which forces appear are shown to have an intimate relation. The discussion of solution and surface tension is superior to those usually found. In the subject of electricity, far more attention is given to the electrical field than is usual, and numerous illustrations are introduced which reveal to the eye the various stresses to which matter is subjected. The different methods of developing electricity are clearly shown, and the principle of induction is made fundamental. The methods of electrical measurements are given in detail, and the theory of the more important instruments is fully developed. From these follow the close relations between light and heat, on the one hand, and magnetism and electricity on the other. Considerable attention is given to modern applications of electricity. (Ginn & Company, Boston.)

It is generally conceded by makers of high school programs that instruction in elementary economics is very desirable in secondary education. Only the lack of suitable text-books has kept the subject out of many a school. The appearance, therefore, of Mr. Frederick R. Clow's *Introduction to the Study of Commerce* is particularly timely. It is designed to fill a long felt want, offering to the ordinary high school student a course in the elements of trade and to the student in the commercial school a fascinating course which will preserve him "from too exclusive an attention to the aridities of bookkeeping and commercial arithmetic and the mechanical arts of type-writing and shorthand." The lessons have been given practical test by Dr. Clow at the state normal school in Oshkosh, and appear to be constructed upon the sound pedagogical principle of beginning with known facts of every-day life and working from them to more remote phenomena. The easy, almost colloquial style in which the book is written makes it very readable and ought to help it as a text-book. Felicitous practical illustrations of economic law occur on every page, and leading questions for class-room discussion are suggested. A very good feature is to be noted in the ample provisions for optional work. This will allow a teacher to carry the brighter members of his class into a somewhat detailed study of important questions.

Any text-book in a new subject, such as high school economics, is certain to be more or less of an experiment. No traditional methods have been developed and the author is at liberty to work out freely what seems to him to be a logical course. In regard to this book of Dr. Clow's one can hardly doubt that the experiment will be in large measure successful. (Silver, Burdett & Company, New York.)

*Howe's Handbook of Parliamentary Usage*, arranged for the instant use of legislative and mass meetings, clubs, and fraternal orders, teachers, students, workmen, and all who desire to conduct themselves "decently and in order" in public assemblies, is one of the most ingenious little compendiums ever devised. The author has very rightly applied for patent on the arrangement. With the manual open at the general index, which is located in the center of the book, the reader or presiding officer has before him a table of all the motions in ordinary use, and so indicated that he can without effort look backward or forward to the special discussion of each point. Any person who is not strong on parliamentary law will do well to provide himself with this book. (Frank William Howe, Petoskey, Mich.)

*The Second Book of Birds; Bird Families*, by Olive Thorue Miller, with eight colored plates from designs by Louis Agassiz Fuertes, and sixteen other full-page illustrations. This book is designed to supplement the "First Book of Birds" by giving description and habits of a sufficient number of species belonging to each family to enable the careful student to catch the resemblances which make the basis of the classification. The individuals selected are those which have a wide range, so that the student of nature can find the species readily. Then

while describing the birds by fixing attention upon their most striking features, Mrs. Miller gives very carefully the ordinary food of each species, so showing the great value of the birds to the farmer. From this it follows that many commonly considered injurious are really the farmers' friends because they destroy so many noxious grubs and insects. The illustrations deserve especial notice because of their accuracy and beauty. (Houghton, Mifflin & Company, Boston and New York.)

The "Quincy Word List," by Supt F. E. Parlin, of Quincy, Mass., first edition 10,000, published by The Morse Company in May, 1901, seems to be meeting a very popular demand. It has received several important adoptions already. On August 19, it was unanimously adopted for five years for exclusive introduction by the board of education, Cleveland, O. It is estimated that a second edition of 50,000 will be required for present adoptions.

*French for Young Folks* comprises a phonetic treatise on pronunciation; graphic, pictorial and progressive outlines with questions to be used as materials for reading, vocabulary, conversation, and composition. In order to have a full knowledge of a foreign language one must possess the ability to pronounce every letter and word according to the accent and modulation of that language, the power of apprehending by ear what a native says, must know in reading all combinations of letters, must have at command a sufficient number of words to express thoughts freely in that language. The authors of this book, J. D. Gaillard and Madame Amelia Gaillard, show how this may be accomplished by passing by easy steps from the known to the unknown, and by teaching one thing at a time in such a way that the learner's understanding may be thoroughly reached. The book has many illustrations. (George Philip & Son, London.)

*Reading: A Manual for Teachers*, by Mary E. Laing. In this volume of Heath's Pedagogical Library, are given, in a concise form, some of the most valuable and suggestive contributions of later educational thought to the teaching of reading. It discusses the psychology underlying the reading process, and illustrates the discussions with examples drawn from practical teaching work. The appendix contains material for the use of teachers' classes. The book was written for pupil teachers, whether they be in city training schools, normal schools, or in their own school-rooms. (D. C. Heath & Company. Price, 75 cents.)

*Reading Methods, with a Chapter on Spelling* is a little monograph by E. C. Branson, director of the normal department of the Georgia Normal and Industrial college. It is an able and exhaustive synopsis of the subject, especially as relating to the first steps in reading. The objects and ways of teaching spelling are also clearly stated. (D. C. Heath & Company.)

The series known as the *University Records*, published by Cornell university, continues to present little monographs of great value. Among recent issues are to be noted a very interesting one on *The Progress of Forest Management in the Adirondacks*, issued under the auspices of the New York State College of Forestry. Another issue is the address on *Legal Education*, delivered by Hon. Francis Miles Finch before the State Bar Association, at Albany, Jan. 15, 1901. Still another issue is descriptive of the course of the college of law at Cornell.

### Copyright Renewals.

Several notices of the renewals of copyrights of old text-books have recently been recorded in *Publishers' Weekly*. Among others we notice, "Robinson's Shorter Course, The Complete Arithmetic, Oral and Written," by Daniel W. Fish; "A New Graded Series, The American Educational Readers;" "Cathcart's Literary Reader, A Manual of English Literature;" "The Third Reader," by E. A. Sheldon; Worman's "An Elementary German Reader;" "An Outline Study of Man," by Mark Hopkins; "A Manual of Moral Philosophy," by Andrew P. Peabody; "One Hundred Choice Selections, No. 7," in Penn Publishing Company's Series.

### THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, EDUCATIONAL FOUNDATIONS, monthlies, at \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also a large list of Books and Aids for teachers, of which descriptive circulars and catalogs are sent free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York, 265 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. THE SCHOOL JOURNAL is Entered at the New York Post Office as second-class matter.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 14, 1901.

### Lessons of the Buffalo Tragedy.

The assassin whose dastardly attempt upon the life of President McKinley has shocked the civilized world is said to be shielding his coward soul beneath the pretext that he acted merely as the agent of a revolutionary organization. Murder and treason are words so loathsome to the moral sense that the perpetrator of these crimes disguises himself whenever he can in the garb of a hero who has struck a blow for the cause of human freedom. It seems reasonable, also, to suppose that the assassin deceived his own conscience with the borrowed garb.

Public sentiment is at present in too heated a state to regard the murderer as the degenerate criminal he really is. The newspapers and professional man-hunters have joined forces to keep alive the impression that Czolgosz acted simply as the tool of others. Is it not much more likely that he was stirred to thoughts of homicide by the diabolic influence of editorial articles and hatred kindling cartoons in widely circulated newspapers? The pernicious effect of the "yellow" cartoons which the toadies of the discontent daily provide in their newspapers must not be too lightly rated:

For the educator the black deed of the assassin at Buffalo ought to be a revelation of the importance of two pressing problems. First, all periodicals containing incendiary ideas either in word or cartoon should be driven out of their homes. The resolution of the school board at Hazleton, Pa., is none too harsh in its general tenor to be subscribed to by school officers everywhere.

"As part of the exercises, the teachers shall instruct their pupils upon the evils of sensational journalism as seen in certain dailies from New York and Philadelphia, calling their attention to the fact that the minds of the discontented are inflamed and their baseness sustained by these sheets; that their owners know not patriotism nor truth; that their so-called staffs consist of men who have sold their honor for pieces of silver; that those who purchase the papers are equally guilty with those who publish them, for without them they could not live; and finally, that in these sheets there is danger to the individual, to the family, and to the Republic."

Furthermore, and this is the second problem, greater stress must be laid upon the dissemination of the fundamental principles of American citizenship. The youth of the country and every adult foreigner who comes to our shores ought to be acquainted with the spirit of the national constitution, with the struggle for liberty which gave us the institutions we now have, and especially with the far-reaching privileges and duties bestowed upon him who is given the right of suffrage in governmental affairs. Admission to full citizenship ought to be made an annual festal affair attended by impressive ceremonies, and the native-born as well as the naturalized ought to be required to make a public declaration of allegiance to the constitution and institutions of our republic, before being invested with the right to vote.

We must return to the stern simplicity of the republicanism of old. Some such organization as the school community plan advocated in THE SCHOOL JOURNAL must be instituted, to provide for the practical rehabilitation of the old town-meeting idea adapted to modern conditions. It would mean the death-blow to demagogism which has corrupted the principles of government, has bred a tribe of professional politicians, and has deprived a large proportion of citizens of all feeling of responsibility and being-in-it-ness in governmental affairs.

Lash all papers that incite to reason, sedition, or disrespect for law and order out of your own homes, and

those of your pupils if you can; and lend a helping hand in spreading abroad clear understanding and just appreciation of the foundations upon which our American republic was built when high ideals of human destiny prevailed.

### Men Not Gold.

Americans returning from Europe this year tell the same old story—that all here are believed to be rich. A Scotch minister lately preached in New York city on the text, "I will make a man more precious than fine gold," and in it gave us some good advice. He begged his audience to remember that great nations had existed on the globe, possessed of immense wealth; and to illustrate this he sketched the history of several great empires. While our government has been Christianized to a large extent the Babylonian spirit is still abroad; the questions that occupied the minds of the peoples in the valleys of the Tigris, Euphrates, and Nile occupy the attention of those that dwell in the valleys of the Thames, Hudson, and Mississippi.

The menace to our civilization is the same that menaced theirs; it arises from a forgetfulness of the Supreme Being, a dependence on sheer force, the insolence of pride and the trust in wealth. When an empire relies upon material strength it is doomed; it soon comes to make the chief question how to minister to luxury. All the resources of civilization prove helpless when the morale of a nation has crumbled away. It is historical matter that the last line of defence is not material but moral. "Not once nor twice has the world witnessed the strongest nations rolling to their doom when the moral laws were disregarded when wealth accumulated and self-indulgence became the ideal."

This is the lesson the teacher should impress every day by precept and example. A system of public schools will amount to nothing if this is neglected; it is not the building, the furniture, the course of study, or the deep learning of the teacher that develops manhood. It is fairly dinned in our ears that A began with a dollar and now has a million; that B was once a brakeman on a railroad train and is now the president of the railroad, and we are told to regard these as successes. America is supposed to be a great success as a nation.

That depends wholly on the direction in which the nation faces; if its aim is to develop its material rather than its moral resources its destiny is written in indelible characters; it will have to go.

Therefore let the teacher aim at something more than the knowledge in the text-books. Our prisons are full of men who can pass an examination for a high school. The teacher was "thorough" with them when in school. And it is felt, alas, that a larger percentage fail to live upright and honorable lives. Must the aim not be higher than gold?

### Seeking for Righteousness.

It has been so repeatedly declared that the object of education is the formation of character, that it is supposedly a part of the teacher's decalog. It is a question one would like to have propounded to an association of teachers, say in New York, Boston, Chicago, or New Orleans, and all who set it before them as the object they really sought in their daily school work be asked to rise.

We do not remember ever hearing of a superintendent who propounded a question of this sort to a candidate for a teacher's place. We do recall an instance of an inspector in New York who had searchingly examined a class concerning the form of the verb in sentences where "or" and "nor" connected the subjects, and found some mental obscurity. The teacher endeavored to show the pains she had taken to impress the importance of truthfulness and the encouraging results. The official lis-



tened and said: "Y-e-s, that is doubtless admirable; but you know if they fail to learn the grammar—" Is it not probable that a teacher would be forgiven for neglecting character if she succeeded well in grammar?

If, then, it is not required by city authorities that character building be the supreme aim and object of the teacher, is it likely to be made the object by the teacher herself? If it is not, is it worth while to put it in the teacher's creed? The Presbyterians have had an article in their creed which declares that it could not be expected that unbaptized infants dying would inhabit heaven. And yet it has been declared that their article was not really believed by the clergymen who subscribed to it. Does the article of character building occupy a similar place in the teacher's creed—believed, admitted, but not practiced?

While the National Educational Association has allowed many voluminous papers to be read before it that stated this to be an admitted principle, we do not recall that it has in so many words said: "Seek ye first to build (or induce the pupils to build) character, and add the matters of arithmetic, geography, etc., as you have opportunity," or, as might possibly be preferred, "while teaching arithmetic, geography, etc., seek as the main thing to build the pupil's character."

The lamented John Fiske, who has done great service for teachers as well as for the world, declared that one must admit that the Creator, in making the world, acted on the lines of righteousness. It is not just in this way that Mr. Fiske states it, but he means that if we omit righteousness as the object of our lives, we are not acting in accordance with the Maker of the universe. We do not intend to argue here for the importance of character building, for we have long been committed to the belief that character is far above any knowledge the pupil can gain at school; that the disposition to do right at all hazards is more to be practiced than the ability to row, play base or football, or even read Greek or Latin.

We do not think that every man with a noble character should be a clergyman or a missionary. Character is needed everywhere; it is the supreme need of the world to-day. Solomon meant this when he said: "Wisdom is the principal thing," for he adds, "Happy is every one that retaineth her."

The real end of going to school is to add to man's happiness. We have seen some narrow-minded man's address on education in which he speaks of the need of the schools to fit the youth for the fearful "competition that will meet him when he steps out of the school-room." This gives rise to another question we should like to have associations of teachers (not superintendents) discuss in the light of their own experience. It is this: "In what way does the school promote the happiness of youth?" We do not want it flippantly answered by saying that a boy is enabled there to earn \$5 per week when otherwise he would have gained but \$1. That does not answer the question. The thinking person would immediately ask, "Does he know how to lay out his \$5?"

While knowledge is important to enable one to understand the civilization in which he is born, and to enable him to avail himself of the discoveries of others, the old aim of righteousness, the hatred of wrong doing, pride, arrogancy, and evil ways is paramount. These were not inculcated in olden days, because men then knew little, but because the really great things to be attained were more clearly seen; because life was not the complex affair it has since become.

### The Qualities of a Great Teacher.

It has been written of the late Prof. Herbert B. Adams, of Johns Hopkins university, by his friend Dr. Richard T. Ely, that he had an especial talent for discovering the capacities of young men. Many a pupil came to him self-distrustful and went away confident of his right to do a man's work in the world. "Is not this a great thing in a teacher," Dr. Ely asks, "to see

capacity, to nurse it gently in early and feeble days, and help it bring fruit in maturity? Some teachers in their critical severity seem to have a repressing influence; but Dr. Adams was always positive and constructive in his work, and consciously so. I believe that every one who ever studied under him will say that he never felt repressed by him but, on the contrary, felt encouraged in making the most of his talents."

This is a high tribute to the pedagogical capacity of a man who in his twenty-five years of university teaching performed a unique service to the cause of American scholarship. As a student of history, Prof. Adams was a valuable man; but of far greater value were his qualities of leadership.

### Kindergarten Extension Courses.

That indefatigable leader in the kindergarten field, Mrs. Maria Kraus-Boelte, has moved her headquarters to "The Hoffman Arms," corner Madison avenue and Fifty-ninth street, New York city. Here she will conduct, in addition to her normal training school for kindergartners, an extension course for kindergartners, mothers, and teachers, with the aim of leading students of early education to broader views and to deeper knowledge of Froebelian ideals. The extension course will be opened to high school and college graduates who have had some training in psychology. Mrs. Kraus has done a wonderful work for the advancement of kindergarten education in this country. She was a pupil and friend of Froebel's widow, and of Dr. Wichard Lange, the well-known German disseminator of Pestalozzi-Froebel ideas. She has been active in her present field for well-nigh thirty years, with enthusiasm unabated and with unswerving loyalty to the kindergarten cause. May abundant success attend her in her enlarged sphere of educational endeavor.

### Saving Boys for Citizenship.

The workings of the parole system for New York boys who have been convicted of crime are described in *The World's Work* by Lillie Hamilton French. According to her account there was, until recently, no place of detention for youthful offenders, of ages sixteen to twenty-two, except the common jail, and, as a well-known judge said, "Once let a boy get into the penitentiary, his hope of redemption is small." Under the system inaugurated by Mr. David Willard boys who are convicted are turned over to him by the courts, on parole. In many cases the boy goes right back to his work, on his honor to commit no offence. If he has been caught stealing in a department store where he is employed, he is sent back to prove himself.

The hygienic committee of the Philadelphia board of education has decided that all pupils attending the elementary schools must have their eyes examined at the beginning of the school term. The board has also made vaccination compulsory, and it proposes to weed out from the corps of teachers all those affected by pulmonary tuberculosis, on the ground that it is a contagious disease of a dangerous character.

The Pennsylvania college at Gettysburg has bestowed the degree of Doctor of Letters upon Deputy Supt. of Public Instruction, Henry Houck. His many friends will join in the assertion that he ought to have the degree of Doctor of Good Nature.

Free books appear nowhere to have encountered more violent opposition than in Cleveland. Even now a storm of protest has been raised because of the decision that all children must be furnished with free books, even against their will and despite of parental opposition. This decision does seem to be rather injudicious, tho it is probably right in principle.

## The Busy World.

It seems to be about settled that the two largest islands in the world are both in the Arctic ocean. Greenland is unquestionably the largest—if Australia is counted as a continent—and recent explorations of Baffin land show that it is second only to Greenland in extent. It used to be represented as if comprised of a number of smaller islands, Cumberland island, Fox land, Meta Incognita, etc., but each of these has been found to be connected with the main island. Even Cockburn island, which is itself as large as Iceland, and which the maps all represent as separated from Baffin land by a wide strait, turns out to be connected with it by a neck of land. The area of the whole island is not less than 300,000 square miles. This leaves New Guinea and Borneo far in the rear. The twelve largest islands in order of size are: Greenland, Baffin land, New Guinea, Borneo, Madagascar, Sumatra, Nippon (the largest island of Japan), Great Britain, Celebes, New Zealand (South island), Java, and Cuba.

Cocoonut butter is made in large quantities in Mannheim, Germany; ten tons being produced per day. It is sold under the name of "Palmine," and is used instead of butter or lard in cooking, just as we use cottonseed oil here under the name "cottolene," for cooking. It is white, almost tasteless; for butter purposes it is colored yellow. It will keep for three or four months; it is sold for sixteen cents a pound, half that of butter. The cocoonut is imported in dried strips called "copra;" the acids are taken out and the fat separated as in our creameries.

The students of the University of Chicago have been advised informally to address their instructors by the title "Mister," not "Professor." This is missionary work in a good direction—in the direction of simplicity and democracy.

The *World's Work* for September has a very amusing and instructive comment on the question of college education, whether it pays or not. It takes the form of two letters from a scientific school student who has been getting a little practical experience this past summer as a surveyor, "chopping trees, pulling down fences, and driving stakes in a sloppy marsh."

At the end of a short time he writes to a friend:

I wonder if there isn't a glimmer of sense in the opinions of these Schwabs and Colers? Most of the men in our office are fellows who have worked up from rodmen. For a college man to pass them would be extremely difficult. They have picked up in the office enough mathematics to serve them. They have confined themselves to just the things they need and have become specialists, able to do their work with the greatest smoothness. In this matter of civil engineering, I doubt whether a college man has a better chance than an ambitious fellow; who goes into it as a trade without ever seeing a college.

Yet a week later he writes requesting his friend to burn the preceding letter. His chief had received an order for a new bridge and had sent for one of the men the college boy had envied—a capable fellow, six years in the office. The man came out dejected, and with the information that the chief wanted to talk with the college boy. Once in the office, the boy was put thru a regular quiz on the theory of bridge building and as a result was told to "report to the engineer on the new bridge." The "practical" man had to stay in the "beastly marsh," because he knew only the kind of work he had been doing, while his younger competitor had, by virtue of his severe theoretical training, a capacity for promotion.

The moral of this is that "it is not merely learning to do well the thing at hand—altho that is imperative—that brings men to success. It is learning to be ready for the future and greater tasks and opportunities."

## Recipients of Letters.

A Berlin newspaper says the pope receives every day from 22,000 to 23,000 letters and newspapers. King Edward VII. comes next with 3,000 newspapers and 1,000 letters. The czar and the German emperor receive each from 600 to 700 letters; the king of Italy, 500; Queen Wilhelmina, from 100 to 150. The pope employs no fewer than thirty-five secretaries. Emperor William writes a great deal himself. All persons of noted wealth are obliged to employ secretaries to reply to appeals for money.

## Be a Cheerful Worker.

Pres. Charles M. Schwab, of the United States Steel Corporation, began life as a grocer's clerk at Braddock. Next he carried a chain at Homestead and later was a draughtsman in the Carnegie works.

Captain Jones, the general manager at that time, needed the services of expert draughtsmen.

An order was issued that to complete a certain piece of work all of the draughtsmen should work two hours overtime each day for several weeks without pay. The next day Captain Jones asked: "How do the men like that order?"

"They don't like it and are all grumbling except one man," was the reply.

"Who is that man?"

"Schwab."

"Give me Schwab," said Captain Jones. From that day the young draughtsman's success began.

## Cheap Living.

Some time ago President Harper, of the University of Chicago, asserted that it is possible for an able-bodied man to live in Chicago upon \$2.50 a week. The United States bureau of labor took President Harper's statement so seriously that it sent a representative, Mr. Ethelbert Stewart, to Chicago to prove or disprove the assertion. Mr. Stewart is now at work gathering statistics from the families of 1,200 workingmen. He has already discovered that it is quite possible for a full grown man to exist upon \$2.50 a week and that many have to do so; but that none do so from choice. He has also reached the conclusion that it is ridiculous to assert the possibility of any man's living in comfort and keeping himself keyed up to his best working capacity upon any such sum. The full blooded American craves meat and white bread, plenty of sugar and butter, and without them he loses in industrial productivity.

## The Robin and His Song.

Not long ago a southern resident of New York was arrested for shooting robins on Staten Island, and gave as his defence that the robin is no song bird, but a harsh-voiced, voracious fellow, fit only to be eaten. The man really believed that he was telling the truth, for he had known the robin only in its winter habitat. The robin during his stay in the far South never sings and omits none but disagreeable noises.

It is the mating season in the North that makes him a beautiful singer. Then he acquires a fine poetic lilt. It is an unmistakable love song. By August, the fuller crimson on his breast has begun to pale and his songs grow infrequent. The tendency to flock together becomes evident. The young ones lay aside their awkwardness and timidity of their early weeks and acquire something of the bounding ease and gameness of their elders. Near the time for migrating all the robins appear to be uneasy, sweeping the fields in excited furies and conversing with each other in anxious tones. Then suddenly they all disappear. They have left for southern Mississippi and Alabama.

Scrotula, dyspepsia, rheumatism, kidney complaint, catarrh and general debility are cured by Hood's Sarsaparilla.



## The Educational Outlook.

### A New York Vacation School.

One day Charles Kingsley took his pen and wrote the simplest, sweetest lines of which any language can boast and the burden of these lines was: "Do noble things, not dream them all day long."

There are noble things that have small influence; there are other noble things whose influence is so wide that thousands of lives are made better. To this class belongs the vacation school.

Mothers who live in the country where grass, flowers, trees, and space are not luxuries sometimes inveigh against the long summer vacation for their small boys. Yet Tom, Dick, and Harry in the country are monarchs of acres of woods, fields, pastures, and miles of fishing ground.

The city boy's space is measured by the sidewalk near his home. He must keep a sharp lookout and not get under the feet of passersby. There is no green grass to cool his bare toes, only stones that are never clean except when the heavens are having a washing day; no trees "to shinny up," no fresh dirt to wallow in, no shady retreats where he can lie on his stomach and watch the trout bite, nothing, absolutely nothing but heat and dirt.

It is for these that the vacation school was conceived and established. The vacation school playground can never be the country playground. Four walls cannot supply a country environment, but four walls with plenty of imagination, ingenuity of teachers and little children who know nothing better, make a fair substitute. What their environment lacks the imagination must supply and out of these brick school basements the children create a Thrums which they people with their own actors and furnish with their own scenery.

On the east side of New York city, where Jews most do congregate, vacation school No. 20, under Principal Smith, has been carrying on a blessed work for five weeks this summer. Its rooms were cool, well-ventilated, and clean, and they were indeed a refuge from the narrow, dirty streets on every hand. Here were gathered day after day boys and girls who found in the vacation school a place where they could utilize their restless energy, associate with sympathetic men and women, learn something incidentally and have a good time generally. Nor was it possible to decide which was the paramount object, for the workers seemed just as happy at their work as the players did at play. If all work and no play makes Jack a dull boy there were no dullards in this vacation school for work and play joined hands and the union was an apt one.

#### A Visit to Vacation School No. 20.

As the stranger enters the door he is at once impressed with the feeling of space. Plenty of it for all sorts of good times. He is also impressed with the noise that proceeds from everywhere at once. One basement is alive with the small girl and an adjoining basement is very much alive with the small boy. The pleasant confusion is not annoying, however, for there is just enough discipline maintained to keep things running smoothly.

If you have no idea just how much noise there is in one small girl until she is allowed to give free rein to her lungs, your lack of knowledge in this line is speedily supplied when you enter the vacation school basement during play hours. Place beside the typical small girl half a hundred more with lungs just as good, and your ideas of a quiet little girl will radically change. The acoustic properties of the ceiling seem especially adapted for generating sound and the cement floor helps to swell the din, but the children are happy, which is one aim of the vacation school.

#### Some of the Fun.

Now the girls form a ring which also includes their

young teachers. They clasp hands and sing voluminously if not melodiously. The sound, indeed, amazes one, for if you segregate one of these mites whose lungs are not her weak point, from the circle and probe her with questions about whether she likes vacation school or not, ten to one she is the meekest little bit of femininity with a voice whose carrying power would not shoo away a fly. Surely here is a superb illustration of strength being found in union.

A play game that seems to be popular, if one may judge by the number of repetitions in ten minutes, has a chorus whose refrain runs: "I care not, I care not, I care not." A visitor who is not initiated into the great mysteries of vacation play games wonders why they care not. Their words do not belie their actions, for they swing about the circle with a delightful abandon and carelessness. Curiosity conquers reserve and an explanation is sought from a dignified young miss who is a second Madame de Farge in the knitting line, so industriously do her needles click as she walks serenely among the groups.

Not a stitch is dropped, not a moment is lost as she solemnly tells of a wicked somebody who wants to kill with a knife a somebody else and the somebody else doesn't care, for she loves the other somebody. Round, and round, and round they go in a merry, light-hearted way. Care seems a long distance removed from them, but he isn't. He lurks outside in a nearby alley, ready to pounce upon them as soon as they come away from play school.

One instinctively thinks of Mrs. Barr's words as the children circle past, and one little girl looks into the visitor's eyes to catch there a possible gleam of sympathy: "It takes centuries to wear out traits that have been growing for centuries, since over the larger part of every generation may be written: 'What the cradle rocked, the spade buried.' Back of that earnest, large black eye, in that thin oval face, in that dilated nostril there is a whole generation of ancestors whose children swarm in the Ghetto."

There is a characteristic noticeable in children. It may be called the testing quality. A child looks you in the face and waits one instant, but in that instant you are being tested. Are you responsive? Are you sympathetic? Is your heart filled with tenderness for children? In a brief interval the child has found you out. If he turns away without a shadow of a smile you may know that you have been weighed in the balance and found wanting. But if there is a show of a smile, a twinkle of big, black eyes, a step nearer your dress, you may feel sure that you have stood the test. There will be a heart expansion toward you and you have another child friend. Children are suspicious until they have tested the stranger by this eye gauge.

Meantime industrious Madame de Farge has become your cicerone and answers your questions or conducts you as she works.

"Do you like to go to vacation school?" asks the visitor.

"Oh! yes," with the dignity of a queen.

"Why?"

"Because I learn things."

If an original answer was expected this stereotyped one is a disappointment. Little Madame de Farge believed it to be the proper reply to that query. No doubt she has made it a hundred times before. The same words are elicited from any of the other children. A spontaneous reply is given by Jimmy of the questionable face to his friend Patsy, ditto as to face, when they compare the size of their big toes as they sit on the curbing some night after the sun goes down.

"What makes yer go to vacation school, Jimmy?" Behold the reply.

"Kuz I kin stand on me head and yell without the cop's jabbin' me." Truth is not always beautiful.

Watch your honest Jimmy as he walks crab-fashion from the vaulting pole to the ladder in one corner of the basement. He is happy without the fear of a vigilant eye that sees everywhere, and octopus arms lying in

wait for a small boy whose intentions are the best but whose actions are often the worst. Now he has reached the ladder and up he goes with surprising agility to the horizontal bars, where he perches in true Simian style and from his coign of vantage watches the girls as they circle and howl below him, or the boys as they try to break their necks on the vaulting bars. The question of living concerns him not. The question at present is how to keep his balance on the edge of the ladder and scratch that itching spot on his back, or how he can draw up his foot so as to get a sliver out of his small toe, for slivers do distress even calloused feet.

Jimmy rather despises that "I care not" song of his sister Rachel, yet he unconsciously hums it as the sliver yields to his persuasive finger nail and when a louder refrain bangs away against his tympanum he astonishes himself by joining in the words. When he gets home in his own special hallway he will slyly play the game with Rachel and Sally of the pigtailed. Boys do such things, you know.

#### Something of the Work.

Sally is the girl who has established herself near De Farge and the visitor. She is braiding a doll's hat. Jimmy thinks pink tissue paper is a heavenly color and he is sure that the creation that is growing under Sally's skilful fingers will be awarded the high honor of being sent to the rooms of the board of education for exhibition. And while we are on the subject of hats let us run upstairs where there is an array of dainty headgear which put Sally's hat in the shade. Fortunately for future inspectors there are other minds besides Jimmy's where partiality does not enter.

These hats represent the summer's work of nimble little fingers. They also represent the individual tastes of many little girls. They are all pretty and dainty. Some are more elaborate than others, but they all mark the latest limit of progress in millinery as seen in New York stores. You will find nearly every style and shape on the avenues and streets if you take the trouble to investigate, and if you do not find some there it is probably because these little milliners have ideas ahead of their times. Candidly, the work is very well done and is a credit to teachers and pupils.

Jimmy will keep a while longer and it is but a step from the hat exhibit to the room where paper flowers have had their day. This room attracts the visitor by its colors as seen in the flower festoons hanging from gas jet and every available hook. Here the clematis is fashioned by children who have never seen the real flower growing in great clusters up against the porch or twining about a pillar. In this box nestles a bunch of sweet peas that need only a little dew and a little distance to deceive the beholder. The narcissus, the carnation, the daisy have been made, and if the work serves no other purpose it has taught the children several names which will always be remembered and which will make these few flowers favorites in after life.

And here, too, there are many dignified young ladies hanging by their heads from hooks. They listen to your effusive words of flattery with unblushing effrontery as if they know that they are beautiful. Hanging by their heads? Oh! yes, they are paper dolls you know. Each miss thinks her own costume is lovelier than her neighbor's and some have contemptuously turned their backs upon their rivals. Ideas were skilfully worked out here. On this hook is a blue and white damsel, on this is a nurse. Over yonder is the lady in morning, while beside her is the tailor-made girl, shopping bag and all.

Hat trimming, paper flower making, and dressing paper dolls is not all the little girls have learned here in this vacation school. We find them taking stitches very carefully on doilies, picture-frame covers, and magazine covers, and as the silken floss is woven in and out under direction of their teacher many little girls' visions are woven into the pretty and dainty articles. Perhaps each is ambitious that her work shall be the best and so visit the exhibit rooms of the powers that be, in other

words, the board of education; perhaps each is looking forward to the pleasure that her little article will bring to some one on a birthday or at Christmas, and as the happy thoughts accompany the stitches the latter are made even more carefully.

#### Among the Boys.

Let us return to Jimmy, whose muscles are rested and throb for new exertions. He washes off a little more dirt from his face with his sweaty hand, slides down the ladder and scampers into the next room where the boys are running races. One is reminded of Brownie's rats (Jimmy is not—for him Brownie never lived). There are big (comparatively) boys, little boys, long boys, short boys, fat boys, thin boys, all competing. They line up under the direction of two young men, the signal is given, and away they rush. There is a mighty pattering of three hundred toes on the floor, and the leaders dash pell mell into the piano, their goal. There are disadvantages in being a piano. Jimmy tries the race several times but becomes disgruntled because a thin boy outdistances him every trip. So he goes back upstairs.

Jimmy belongs to the class that is at present doing iron work, "the twisted kind in brackets, and inkstands, you know," is his explanation. The boys like this and they have achieved considerable success when one remembers the short time during which they have been at work. Let us leave Jimmy now as he twisted his wire with a little tool, and pass on to the drawing exhibit. Here are patterns for lace shawls and fichus, for carpets, book covers, head and tail pieces, and there are studies in still life, water colors, and colored crayons. These have kept the hands busy when they might have been in mischief.

In the kindergarten department the babies content themselves in various ways, but the greatest fun is to be had out of sand and clay. From their trays of sand the mites fashion what is supposed to be a garden with tissue trees standing about in forlorn rows. Even a sentimental Tommy would need to stretch his imagination here.

The vacation school helps to impress natural objects upon the children's minds. One little boy who had been painting cattails, and had studied with considerable eagerness the country scenes produced on a large sand table went into the country near the close of the school term. Upon his return he had a long tale to tell his teacher about the real cattails he saw there, the trees, the birds, the grass, and the flowers. He went so far as to say he saw apple blossoms, but imagination was banished at once by the teacher who turned the apple blossoms into blackberry or something else peculiar to the season of the year.

The teachers of vacation schools are always carefully selected. They are women and men who must appreciate the play element in children and give it a reasonable share of attention. They are above all men and women in sympathy with child life, and child life in sometimes its most unattractive forms. Mr. Smith, the principal, believes that even in a vacation school certain things should never be lost sight of. One of these is the training in language. Consequently whatever line of work has been accomplished by the children is reproduced in composition form. These compositions will give the pupils in after years a very good idea of what they tried to do at the schools.

A recent visitor to the great normal school at Valparaiso, Ind., declares that it is the most interesting school in the world. It claims to be the largest normal institution, having an enrollment of about 3,000 students.

The dining halls are a remarkable feature. In one section the visitor saw 600 people seated at a single table. The food is excellent in quality and service, and it costs the pupils only \$1.40 a week. The secret of this cheapness lies in the fact that all the work is done



by the students. They have a chief cook or superintendent, and also an expert whose duty it is to see that the food is prepared properly and scientifically. Everything is regulated in the cooking by temperature, nothing being overcooked or deprived of its nutritious qualities. Not all the students take part in the culinary work, but those who do are at an actual advantage in the bestowal of class honors. Whenever an office is to be bestowed it is given by preference to one of those who do the mental work. In other words a premium is put by the student body upon honest toil.

### Girls' Schools in China.

The *Chautauquan* for September contains an article on girls' schools in China which is most interesting reading. Especially is this true because of the writer's not very complimentary suggestion that in many respects the Chinese schools which she visited were models for those in the United States. In the girls' boarding schools, says the writer, the pupils were not crowded together in dormitories, but lived, three or four together, in small Chinese houses. These houses were ranged around a wide, open court, the playground, upon which the earth was beaten as hard and smooth as a floor, which the pupils took special pride in keeping clean. The doors and windows were protected from the drip of rain or melting snow by the broad, overhanging eaves. Each was furnished in Chinese fashion with a *kang* or native bed. This is a brick platform, filling one end of the room, heated from a square hole in the floor with pipes passing under the bed, upon which the occupants of the room not only slept at night rolled up in wadded comforters, but sat during the day to study, sew, or gossip. The fuel used was "coal balls," which are composed of coal mixed with earth, and molded into balls. These, after the gas had passed off—during which process doors and windows must be left open—became red-hot and retained the heat for hours. The other appointments were a washstand—which was an innovation—a Chinese table, and chairs or stools. The floors were paved, and were regularly swept and scrubbed as they might require; instead of the paper windows which were made ragged by wind and rain, glass was supplied, and this was considered the acme of luxury. The rooms were inspected daily, marks being given for neatness, and demerits for untidiness; the report being duly signed by the inspector and posted conspicuously, where it met the eye not only of the pupil but of any chance visitor. As pride, or vanity, is one of the strongest traits of the Chinese, each person desiring to appear well in the eyes of his neighbors, this conspicuous posting of the inspector's report worked well in both ways; the untidy pupil was shamed into better habits, and the neat were encouraged to continued well-doing.

Ordinarily, the lower and middle classes do not wear underclothing, and the people of all classes, unlike the Japanese, are decidedly averse to bathing. The girls in all mission schools are required to wear undergarments, to change them regularly, and Saturday is the day set apart for the weekly plunge. The water is heated in a huge kettle in the bath-house, and is carried to the big earthenware bath tub of the pattern seen everywhere in the East.

In a short time the pupils look forward to the advent of Saturday with great pleasure, and seldom relinquish the habit of bathing when they leave school to take up their abode in homes of their own. They are also taught to wash their clothing, and for this, as for all the duties required of them, there is a fixed time. They make a sort of game of it, bringing the small wooden tubs which they use out in front of the door, rubbing and scouring in jolly rivalry, as they laugh and talk over their work. When it is finished they regard the rows of clean blouses and white cotton socks strung on the line with commendable satisfaction. The clothes are not ironed, but are smoothed before they are quite dry, and are placed under a weight until not a wrinkle remains.

### N. E. A. Notes.

Oregon and Washington are making a strong pull to have the N. E. A. meet on the Pacific Coast next year. Portland, Seattle, and Tacoma offered most tempting inducements to the members gathered at Detroit. Salt Lake City is also holding out an invitation. Whether the East can outbid the hustling West remains to be seen. Thus far next to nothing has been done to push the claims of the Atlantic coast's convention places.

Boston is pleased to hear from time to time that many members of the N. E. A. would like to hold a meeting in its limits. Why not? and welcome. See what kind of arrangements you can make with the railways and hotels and that sort of thing. Try to instill some enthusiasm in our citizens. When everything is done let us know and we will see that a prominent announcement appears in the *Transcript* and the *Herald*. It certainly is worth your best efforts to pay a visit to Boston. If it should happen that many of us are away to the mountains and the seashore while your convention meets here, please be kind enough to excuse us. That is about the way Boston's gracious invitation sounds.

Ocean Grove probably has the best chance of securing the N. E. A. convention of 1902. A large number of the regular attendants have expressed preference for some cool spot on the Atlantic seashore. Atlantic City and Ocean Grove (or Asbury Park) seemed to lead in favor. Atlantic City is, of course, wholly out of the question since the regular summer contingent usually more than fills the hotels, but there is no reason why Ocean Grove should not prove a most satisfactory choice. If a committee of five, composed of such men as State Supt. C. J. Baxter, Dr. Green, Supt. H. Brewster Willis, Senator Hayes, and Supt. W. J. Shearer should take the matter in hand and arouse New Jersey to a recognition of the present opportunity, there would be no difficulty in settling the location for 1902.

### Science Teaching in New York High Schools.

Persons well informed as to educational conditions in the state of New York are pretty well agreed that the general status of teaching in the sciences during recent years has been far from satisfactory. There are few well equipped laboratories in the state, and many of the teachers giving instruction in sciences are possessed of little aptitude for their subjects and have no special preparation worthy of the name. As a consequence the science work in many schools has lacked incisiveness and enthusiasm.

However, some quiet forces are operating for better things. Among these is the influence of the State Science Teachers' Association, whose agitation and whose published reports and outlines of instruction are exerting a tonic influence and are helping to establish a correct public opinion.

Another stimulus operating potently during the year just past is the new syllabus of the University of the State of New York, which recognizes the value of proper laboratory work, and makes provision for granting certain credit toward meeting the examination tests to pupils who complete in satisfactory manner approved courses in sciences, comprising a due proportion of laboratory work accomplished with the use of satisfactory outfits and under competent personal supervision. There is furthermore a state law under whose provision the university is able to pay from year to year half of the purchase price of scientific apparatus used by the schools. Lists of proposed purchases of apparatus are submitted to the university for approval, in connection with application for duplication of funds.

By far the greatest obstacle in the way of progress in science work in the state of New York is the lack of adequately equipped teachers. As the demand for such teachers has been small, the supply has been correspondingly small. The increasing demand for people better equipped for such work will





WALTHAM HIGH SCHOOL  
SAM'L PATCH, SUPT. OF PUBLIC BLDGS.

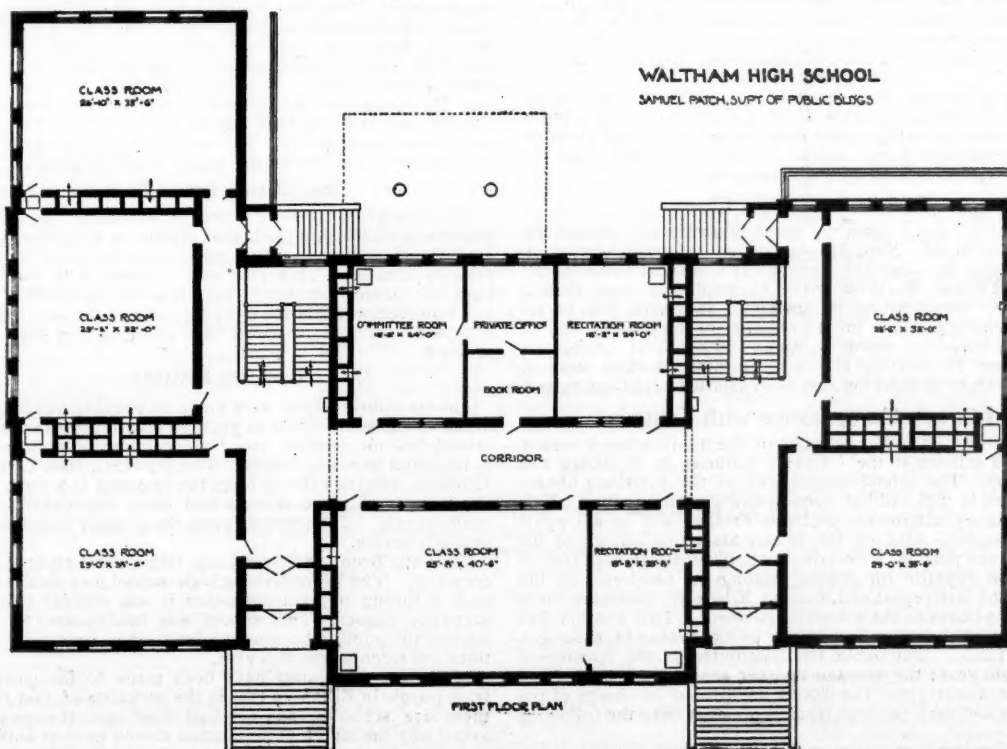


study and cramming for examinations. While on this subject we cannot do better than quote from a recent condemnation of the West Point cramming system, written by Dr. Charles E. Woodruff, surgeon, U. S. A. Dr. Woodruff says:

The condition of many graduates is best described as "burnt out," which is scientifically correct, for the oxidations due to exertion are not repaired. When we recollect that mathematical labor causes a greater excretion of wastes than any other, we can appreciate the rapidity of the burning out in a course essentially mathematical. These studies are the chief culprits, for they take up more time than any other two or three combined. The waste of invaluable nerve tissue is inex-

usable, because nine-tenths of the graduates never have use for more mathematics than what they knew before they became cadets. The course should be cut to one-third its present extent; indeed, the St. Cyr cadet trained for infantry or cavalry has no mathematics whatever. A famous professor of mathematics said to his class, before a course of lectures: "Gentlemen, to my mind the most interesting thing about the subject is that I do not see how under any circumstances it can ever be put to any practical use." The same may be said of much of that at West Point.

This testimony of Dr. Woodruff's is in striking confirmation of the position of most advanced educators that too much time and energy are spent in the lower schools upon arithmetic.



Plans of the second and third floors of this school will be published in a later issue of THE SCHOOL JOURNAL.

## Chicago and Thereabouts.

The prevalence of scarlet fever in Rogers Park and in other districts of Chicago is causing anxiety in board of education and health circles. It has been advised that the entire corps of fifty medical inspectors be employed, but Supt. Bodine says that he has authority to employ but ten. There is no doubt that rigid inspection will be needed during the first few weeks of school.

EVANSTON, ILL.—Prin. Henry L. Boltwood, of the high school, has declared war upon secret societies among his pupils. He has sent a letter to the patrons of the school explaining that secret societies breed social distinction among the classes and are unfavorable to good scholarship.

The fight of the German Catholic societies against free textbooks culminated September 6, when Judge Vail, of the circuit court issued a temporary injunction restraining the purchase of free books by the board of education. Just how serious the matter has become nobody seems to know. The main allegation of the bill is that the school board, in buying free books for the use of the pupils, would act in excess of the powers legally delegated to it. The board of education will secure a decision at the earliest possible date.

### Schools Start In.

Chicago schools opened September 3, with a total enrollment of 235,045. This is a little smaller than was expected, but it is known that the stringent vaccination requirements are responsible for a good many stay-aways. Then, too, the children of well-to-do parents are coming to school later and later each year. The total enrollment for the year will probably reach 270,000.

The evil of part-time classes has not, fortunately, appeared. Every child has been accommodated except in the kindergartens from which a considerable number of disappointed applicants had to be sent home. The increase in the number of parochial schools has helped the situation greatly in some of the over-crowded districts.

### School Buildings Asked for Social Purposes.

The school management committee has received a proposition from Mr. Charles Zueblin, chairman of the school extension committee, that the use of certain of the school buildings for educational and social purposes in the evenings be sanctioned. Mr. Zueblin alleges that it is the intention of his committee to establish courses of free lectures and to give popular concerts and art exhibitions.

### Cook County Teachers' Institute.

About six hundred teachers, representing nearly every state in the Union, attended the Cook county teachers' institute. It was held at the normal school building, Sixty-eighth street and Stewart avenue.

The program of the first day consisted of an opening address by County Supt. O. T. Bright; a talk on "Habit," by Ella F. Young; one on "School Songs and 'How to Sing them,'" by Elizabeth Nash; "School Decoration," by Mrs. Cora C. Bright. Assistant County Supt. Peter Downey gave his ideas on the subject of "School Management, Especially for Beginners."

In the afternoon Prin. Arnold Tompkins, of the normal school, delivered an address which was punctuated by a series of blackboard drawings under direction of Ida Casea Heffron. Then Supervisor Sarah Louise Arnold, of Boston, had the floor for a good talk on "The Three R's."

### St. Louis Schools Open.

St. LOUIS, Mo.—Schools opened September 3 with an enrollment of 60,298. Supt. Soldan visited 116 school-rooms on the opening day—rather a heavy day's work it would seem. The high school starts out with 1,684 pupils, 192 more than a year ago. Overcrowding is inevitable, and there will be requests among teachers for a hastening of the construction of new high schools in North St. Louis and South St. Louis.

Teachers throughout the city are returning to their work in happy frames of mind because their salaries have been raised.

### Library Co-operation with Schools.

PITTSBURG, PA.—The opening of the public schools means increased activity at the Carnegie libraries in Pittsburgh and Allegheny. The school department of the Pittsburgh library was added in 1898 and has been steadily growing since. This year a library afternoon—probably Friday—will be set apart in each school. One of the library assistants will go to the school, read part of a certain book, illustrate it, and seek to create an appetite for reading among the children. At the time of the last report of Librarian Edwin H. Anderson there were 8,453 books in the school department. This number has been increased during the summer by 1,547 volumes, making a total of 10,000. The books are distributed at the opening of the school year; the average number sent to each school last year was about 350. The books are placed in charge of the teachers and may be kept from September until the following June.

The Pittsburgh schools opened with 998 teachers and an attendance of more than 40,000 pupils.

## In and Around New York City.

### Prayers for the President.

An adjourned meeting of the school board for Manhattan and the Bronx was held Sept. 8, and an order pertaining to the calamity at Buffalo was passed. According to this all the principals of schools in the two boroughs were to be called together on Monday afternoon, Sept. 9, and the children exhorted to remember in their evening devotions to pray that the life of President McKinley be spared.

In accordance with these suggestions a few verses of scripture were read in some of the schools and prayers offered; in others only the letter was read.

Monday afternoon last Supt. Jasper addressed the principals of his system at the Hall of Education upon the subject of the recent outrage. Among other things he said: "The teachers of the city of New York, coming as they do into close contact with people of foreign birth in this city, have a mission to perform in letting it be known that the president of the United States is not a despot, but a plain citizen, executing the will of the people."

### Over-Crowded Schools in Manhattan.

On the eve of the opening of the schools Supt. Jasper announces that in spite of all efforts on the part of the school authorities, the number of part-time classes will be as great, or perhaps greater than in any previous year. There is practically only one new school ready to open.

Every child will be put into the schools, but part-time classes are only an expedient, not a remedy. There is need for schools to accommodate about 9,000 children on the east side alone. If the sum of \$3,215,000 asked for building purposes of the board of estimate had been allowed the prospect of relief would be better. Manifestly the board of education cannot build without money.

Mr. Jasper expects an enrollment of about 260,000 children—an increase of 12,000 over that of last year.

### Suit for Slander.

Miss Emma A. Walker, thru two proceedings instituted against City Supt. W. H. Maxwell and Mr. Lyman A. Best, principal of public school 13, Brooklyn, is stirring up some interesting cases of school law. Her first suit is for slander, based upon an adverse report by her principal and an adverse official letter from Mr. Maxwell to Borough Supt. E. G. Ward. This suit will bring up the question of the right of school officials to write adverse reports about teachers. The other suit is a proceeding in *certiorari* to get the action of the school board in refusing Miss Walker a grade A certificate properly reviewed by the courts. Should this writ be granted, every action by the board of examiners will be liable to review by the courts in case any applicant is displeased enough to make complaint.

### Half Time for High Schools.

There are too many pupils for Brooklyn high schools to accommodate. Not a single sitting has been added to any high school in the borough, and half-time arrangements will have to be put in force in at least four of the six schools. The Erasmus Hall high school is suffering worst. Last year it was badly over crowded. This fall applicants are so numerous that Dr. Gunnison has refused to register any more names. The manual training high school is also certain to be filled way beyond its capacity. The demand for high school education has distinctly outrun the supply in this borough.

### Consolidating School Classes.

The Brooklyn borough board of education has evolved a plan for consolidating the higher classes in neighboring grammar schools and thus gaining more rooms for the over-crowded primary classes. This plan will do away with most of the part-time classes that would otherwise be inevitable. It will not, however, work in the outlying parts of the borough, as in Flatbush, nor will it afford any relief to the high school problem.

### Rush For Seatings.

Almost riotous efforts were made on opening day by parents in the congested districts to get their children into school. At school No. 161, Ludlow and Delancey streets, policemen had to be called in to keep order. The principal, Miss Cynthia H. Murdock, admitted the children two hundred at a time. Thruout the east side the schools had more applicants than they could handle. The pressure upon the primary classes was particularly severe.

From the Bronx and from Long Island come reports of over-crowding. The Williamsburg high school was besieged with such a throng of applicants that it was decided to organize part-time classes. This school was inadequate to accommodate the pupils who sought admission a year ago. Conditions are much worse this year.

Meantime complaints have been made to the newspapers from people in Brooklyn that in the outskirts of that borough there are school-houses not half filled, and the question is asked why the march of population should be thus anticipated by several years. Evidently the work of making schools fit population is no easy one.



### Abbreviations for Revising Compositions.

This list of abbreviations as devised by Mr. Charles S. Hartwell, is in use in the boys' high schools of Manhattan borough and in the Packer collegiate institute, Brooklyn. It is likely to be of general interest to teachers of English.

Mr. Hartwell's plan is to indicate the corrections he wants made with blue pencil and to require the pupils to make the corrections in red ink in the original draft. Then, when his corrections have been looked over and approved, the pupil copies his theme.

- A, Means ambiguous, meaning not clear.
- Ab, Write out in full what is abbreviated.
- Ar, Arrangement faulty; rearrange.
- B, Bad penmanship; form letters carefully.
- Br, Rewrite briefly; too wordy.
- C, Capitals used improperly or neglected.
- cb, Combine these expressions.
- cd, Condense this diffuse expression.
- con, Connection at fault.
- cl, Clearness violated; make clear.
- ct, Faulty construction.
- D (with a number), List of numbered directions referred to; or, Recall direction.
- dl, Mistake in diction.
- E, Not good English.
- er, Error in statement.
- ex, Expand this thought or expression.
- F, Use finite verb.
- fi, Faulty figure; improve.
- fm, Faulty metre; improve.
- gr, Correct the grammatical error.
- h, Lacking in harmony; improve.
- I, Inference does not follow.
- ir, Irrelevant.
- J, Join the statements better; too disconnected.
- K, Awkwardly expressed.
- L, Language coarse; select a better word.
- ls, Loose construction; recast.
- Mar, Margin neglected.
- ms, Neatness of manuscript questioned.
- ns, New sentence should begin here.
- O, Overdrawn; use more moderate language.
- obs, Obsolete word.
- obsc, Obscure in meaning.
- om, Omit words indicated.
- or, Bad order; rearrange.
- p, Punctuation faulty; correct.
- pq, Punctuate quotation.
- pre, Lack of precision.
- pr, Mistake in use of pronoun.
- prop, Word does not express intended meaning.
- pur, Purity of word questioned.
- Q, Quotation incorrect, or quotation marks required.
- r, Repetition, redundancy, or rambling from subject.
- rev, Rewrite the entire exercise.
- s, Spelling incorrect; write correctly five times.
- sim, Express more simply.
- sl, Slang; avoid.
- sq, Squinting construction; make clear.
- S B, Sentence badly constructed; rearrange, or make a better sentence.
- st, Strength lacking; make more forcible.
- sub, Subordinate properly the clause underlined.
- syl, Syllabication wrong; divide word correctly.
- syn, Find a synonym for this word.
- T, Thoughts not original.
- tr, Transpose expressions indicated.
- trt, Trite statement; make interesting.
- ts, Bad change of tenses.
- tt, tautology; avoid it.
- U, Unity violated.
- un, Sentence unfinished.
- V, Vary the language; too much repetition.
- W, Wrong word; find right word.
- wk, Weak.
- ¶, Indent paragraph, or proper place for paragraph.
- No ¶, No paragraph.
- A, Something omitted; insert it.
- ! , Not true, doubted, or cannot read.
- ! , Positive merit worthy of note.
- , Close up space indicated.
- ! , More space required.
- R T, Report to teacher for explanation of error not specified.
- 1, 2, 3, Arrange in order of numbers.
- +, Improvement on previous composition.
- , A falling off, or defective work.
- X, General excellence.
- +, General carelessness.
- 4, Originality and research.

It is understood that Prin. G. W. French, of the Brooklyn truant school, is about to ask for a transfer to a regular school. His ground of petitioning is that he is already sixty-four years of age, will soon be retired from the service, and would naturally prefer to spend his last year or years of teaching in a less exacting position. The truant school is said to be in good condition, but the feeling is general in the board of education that the exceptional demands of the discipline there call for a younger man. Quite likely Mr. French will round out his honorable forty years of service as principal of School No. 66, where a vacancy now exists.

Mr. Hobart H. Todd, now a teacher in the commercial high school, has been mentioned for the principalship of the truant school. Those who have watched his work say that he is one of the most marvelous disciplinarians in the New York system. He held the position of assistant superintendent at the house of refuge on Randall's Island before he came to Brooklyn, and as director of games in the vacation schools during the past two summers he attracted a great deal of attention.

Professor Sulzbaché, of Paris, announces the eighth year in New York of courses of lectures and of private instruction in the French language. His address is 13 West 64th street.

### New England Notes.

WELLESLEY, MASS.—By the settlement of the estate of the late Col. George F. Towle, of Newcastle, N. H., Wellesley college receives the sum of \$6,749.70, the balance of the estate after the payment of other legacies. The college has already received \$5,000 for the Asa Morton Towle scholarship, and also the Towle residence at Newcastle for a health resort and summer home for Wellesley students.

NATICK, MASS.—Mr. Howard Mason, of this town, has been appointed supervisor of music for the public schools in Sudbury.

BEVERLY, MASS.—Miss Maleen Hicks has been appointed assistant in the high school to teach Latin, and Miss Laura E. Horne assistant in the commercial department. Miss Horne was formerly principal of the Prospect school, and Miss Adelaide Bunkee takes her place there. Miss Clara B. Everett has been transferred from the Dodge's Row school to the Ryal Side school, and Miss Mary Emerson becomes her successor. Miss Norah S. Freeman, of Boston, has become the principal of the Prospect Hill school, to succeed Miss Ober resigned. At the South school, Miss Mary J. Buck succeeds Miss Jones.

BATH, ME.—At an important meeting of the school board held recently it was decided to inaugurate a commercial course in the high school and a system of manual training in the public schools. A number of citizens who strongly favor manual training were present. The commercial course will cover three years.

The manual training course will begin in the sixth grade and extend thru the ninth grade. Supt. McLachlin encouraged the enthusiasm of the citizens by exhibiting photographs of models used in the manual training schools in Bristol, Conn.

The Storrs Agricultural college in Connecticut has lately been in the throes of a faculty fight because of the failure of four of the professors to support President Flint in his design to change the character of the college from a school of agriculture to an ordinary collegiate institution with some agricultural appendages. The four professors, holding that it is folly to try to duplicate at Storrs the work done at Yale, Trinity, and Wesleyan, held out against the plan and, failing to be supported by the trustees, resigned.

The incident is significant, for it shows how difficult it is to maintain a school of practical agriculture in the midst of manufacturing communities. The attendance

at Storrs had fallen to about forty in spite of great inducements to students in the way of scholarship and opportunities for self-support. It was this low attendance that led Pres. Flint to adopt the scheme of trying to develop general collegiate features. Connecticut young people simply will not take the agricultural college seriously. The fact that farming as a business has greater possibilities to-day than ever before does not appeal to them. It is the same way in Massachusetts where the agricultural college at Amherst, after years of booming and advertising, and bolstered up tho it is with a system of free scholarships, has less than 200 students. The "Aggies" are said to be pariahs at Amherst and thruout the state the college is not in favor. Farmers' sons in New England do not want to become farmers.

### Changes on Yale Campus.

NEW HAVEN, CONN.—The transformation of the Yale campus is about complete. The old Treasury building, North college, and Lyceum hall, have been razed this summer, and only the newly seeded plots remain to mark their sites. Old South Middle is the one structure of the Old Brick Row left standing. Even this is to be removed to a spot off the campus where it will pose as a model of the early days of Yale. The new dining hall is practically finished and will be thrown open to refection on September 24. It will seat about 1,200 diners and will be conducted along the same lines as are laid down at Memorial hall, Harvard. Other buildings are coming on rapidly as the time of the bi-centennial approaches.

### Philadelphia.

The committee on property has made an inspection of the new Mary Disston school, at Longshore and Dittman streets, and pronounced it satisfactory. Most people who have seen it declare it to be the prettiest school-house in Philadelphia. It has the advantage of standing on a large lot, 180 x 310 feet, and has a fine lawn besides the usual expanse of cement pavement. It is in the colonial style of architecture.

The school was named after the late Mrs. Mary Disston who generously presented to the city, eighteen years ago, the lot of land opposite this new school-house. The site presented by her is now occupied by the Henry Disston school, named in honor of her husband.

The committee on the Central high school has made the following elections: William Gill Casner, instructor in drawing, vice Henry B. McIntire, resigned; Miss Mabel Cherry, teacher of physical training, vice Miss Maude A. Bowyer, resigned; Miss Harriet Wilde, assistant teacher of physical training, vice Miss Cherry, promoted.

### New Schools; No Teachers.

Because councils have appropriated no money for salaries of additional teachers, several new schools, much needed on account of the constant pressure of school population upon the means of educational subsistence, will lie unoccupied for some time. Seemingly the most sensible way out of the difficulty is for the board of education to follow the suggestion of one of its members—open the schools, assign teachers to them and to rely upon councils to see that money is provided.

### The Renewal a Strain.

Vacation is over. Again the school bell rings at morning and at noon, again with tens of thousands the hardest kind of work has begun, the renewal of which is a mental and physical strain to all except the most rugged. The little girl that a few days ago had roses in her cheeks, and the little boy whose lips were then so red you would have insisted that they had been "kissed by strawberries" have already lost something of the appearance of health. Now is a time when many children should be given a tonic, which may avert much serious trouble, and we know of no other so highly to be recommended as Hood's Sarsaparilla, which strengthens the nerves, perfects digestion and assimilation, and aids mental development by building up the whole system.

### Elections and Re-elections.

**SAVANNAH, GA.**—Mr. Samuel B. Adams has been elected a member of the board of education. Mr. Thomas H. Gignilliat is the newly chosen principal of the Thirty-eighth street school. He is a graduate of the United States naval academy at Annapolis. Supt. Otis Ashmore and Assistant Supt. Frank Ferguson were re-elected unanimously.

**TEWKSBURY, MASS.**—Succeeding Supt. Junius C. Knowlton, who has gone to New Haven, comes Supt. Albert E. Kingsbury, from Cumberland, R. I. This superintendency is a large one, comprising the towns of Tewksbury, Dracut, Tyngsborough, and North Reading. Mr. Kingsbury, a graduate of Dartmouth, class of '89, has made an excellent record in previous positions, and great things are expected of him.

**MACON, GA.**—Elected as principal of the Walden high school, Mr. Richard Coates.

**CUERO, TEX.**—Supt. T. B. Junkin, of Mexico, has been called to take charge of the schools of this place.

**OAKLAND, CAL.**—Mr. James Haven Pond, of Sacramento, has been unanimously chosen principal of the Oakland high school, filling the vacancy caused by the resignation of Prin. J. B. McChesney.

**HARRISON, N. J.**—This suburb of Newark has elected as supervising principal Cornelius A. McGlennon, a young man of twenty-four, a graduate of St. Francis Xavier college, New York, and of Seton hall, South Orange.

**MILWAUKEE, WIS.**—Mr. F. M. Jade, formerly instructor in chemistry and physics at the South side high school, is now state inspector of schools. The position is a new one, created by the Bissell bill of last winter.

**MILWAUKEE, WIS.**—The appointment is announced of Mr. Lindsay Webb as principal of the Eighteenth district school and of Mr. Charles G. Stangel as instructor in physics and chemistry in West division high school.

**NEW HAVEN, CONN.**—Mr. Myron D. D. Schermerhorn has been appointed superintendent of the East Haven school district. Mr. Schermerhorn has been in New Haven for more than a year waiting for an appointment. Previous to coming to this city he was school commissioner of Columbia county, New York.

**PATASKALA, O.**—Mr. Charles Moore has been elected to the principalship of our high school.

**SHIPPENSBURG, PA.**—Mr. W. C. McClellan has been elected supervising principal *vice* Mr. J. Hall App who has gone to Akron, O.

**CHICOPEE, MASS.**—Supt. John C. Gray, of Adams, has been called to the superintendency here, succeeding Mr. C. A. Brodeur who has taken the principalship of the Westfield normal school. The position carries \$2,000 salary. Mr. Gray is a native of Ryegate, Vt., and was graduated from Dartmouth in the class of 1878. He taught and held various superintendencies in Kansas until five years ago when he was called to Adams. His work there has excited very favorable comment.

**GREEN BAY, WIS.**—Supt. A. W. Burton has been unanimously re-elected. Mr. F. Hurlbut has been elected president of the board.

**PETERSBURG, IND.**—Sylvester Thompson has been elected superintendent. He was principal of the local high school several years ago and has more lately been editor of the *Petersburg Press*.

**BRIDGETON, N. J.**—New members of school board, George F. Hamlyn, S. A. Lanning.

**SALT LAKE CITY, UTAH.**—Elected to the high school, Mrs. William C. Jennings, teacher of modern languages; Clarence Crandall, lately of the Ogden, U., high school, teacher of biology.

**MANTUA, O.**—Supt. D. W. McGlenen has resigned unexpectedly. His plans for the future have not been formulated, nor has his successor been chosen.

The school board of the twenty-eighth section has requested the board of education to establish sloyd in its schools. Doubtless the request will be granted to the extent of turning over to the sectional board a number of the benches and tool chests that have been used in the vacation schools. True there is no teacher for the subject and no material to work up; but perhaps private initiative will supply this lack.

**PATERSON, N. J.**—A meeting of delegates from the leading German societies has been called for October 8 with a view to organizing a new educational society. The idea is ultimately to establish a sort of preparatory school for young Germans of both sexes.

**CAMDEN, N. J.**—The manual training and high school will shortly come into possession of a valuable mineralogical collection, the gift of Miss Maria L. Button in memory of her father, the late Stephen D. Button, a well known architect, who was an enthusiastic collector.

Longer hours will prevail in Chicago high schools as a result of a resolution to increase the number of recitation periods from five to six. The periods will be fifty minutes each. High school teachers will be required to teach twenty-five hours a week.

**MANCHESTER, VA.**—The age limit at which children can enter the schools has been raised from five to seven. This action was found to be necessary on account of the over-crowded condition of the primary department last session.

**WASHINGTON, D. C.**—Five new schools will open for the first time September 23. No principals have been named for these as yet, but it is understood that appointments will be made at the next board meeting, September 11.

**COLUMBIA, MO.**—The summer session of the University of Missouri was remarkably successful. The total enrollment amounted to 660. This enrollment makes the summer school of the state university the third largest in the United States, Harvard and Chicago universities being the only schools in the country which drew more students.

The growth of Missouri's summer school has really been noteworthy. The first summer school was established by the board of curators in 1895. Three subjects only were presented—biology, chemistry, and physics. The school lasted but six weeks. The purpose was to prepare teachers to give instruction in these sciences by the laboratory method in the articulated schools of the state. Thirty students were enrolled.

This past season work was offered in fifteen subjects and the term lengthened to twelve weeks.

**CHICAGO, ILL.**—A feature of the new civil service regulation adopted by Supt. Cooley is his plan for allowing those of the 250 cadet teachers who have passed highest in their examination and physical tests to have practically free choice of the schools they will teach in. They first make choice of the district in which they want to live and then in order of their rank may choose their schools. As the larger number of cadets are from south side homes, it is probable that there will be a scramble for the schools in that section.

**REDWING, MINN.**—Supt. F. V. Hubbard of the public schools, was killed, while watching excavations at his new home, by being struck in the neck by the lever of a large wheel scraper.

**NEW BRUNSWICK, N. J.**—Prof. Francis Cuyler Van Dyke, of the chair of electricity and mechanics at Rutgers college, has been made dean of the faculty. He will assume office September 13. College discipline has heretofore been in the hands of the students and the plan has been judged unsuccessful.

**LEITCHFIELD, KY.**—Supt. W. C. Lasey, formerly of Alexandria, Ky., has been called to take charge of the schools at this place.

**MT. CARBON, PA.**—The following named gentlemen, constituting the school board have been legally deposed; Patrick McGovern, John Malone, Fred Hehmann, John McAvo, Hugh Goulden and Edward Brehny. They had repeated meetings during the summer, but never succeeded in breaking the deadlock over the election of a corps of teachers. The new board appointed in its stead is as follows: Henry Hesler, M. J. Cummings, M. J. McAvo, Thomas J. Cummings, Ambrose Cole, and Edward McGinley.

**LIMA, OHIO.**—Supt. C. C. Miller of this place, has been appointed state examiner by Hon. Lewis D. Bonebrake, state school commissioner. Mr. Miller was born in Baltimore, Ohio, where he received his early education. He began to teach at the age of sixteen years. He afterwards attended the academy in Pleasantville, Ohio, from which institution he was graduated and later he was graduated from the Ohio state university. He has been superintendent of schools in several Ohio towns and cities, has held a number of influential positions in educational circles and has acquired considerable local reputation by his lectures before county and city teachers' institutes.

**NORFOLK, VA.**—Professor Winston Parrish, principal of the Holt street schools, resigned during the summer. The high appreciation in which his services were held was expressed by the board of education thru a letter of regret.

Professor Wormsley, music supervisor, was re-elected at a salary of \$75 a month.

**NEWARK, N. J.**—The Roman Catholic cathedral school suffers a loss in the promotion of Rev. Brother A. Victor to the Catholic Protectory in Philadelphia. Brother Victor has been at the head of the Cathedral school since 1895, and in that time has endeared himself to Newark as few Christian brothers have ever done. His successor, the Rev. Brother Acacius, comes to Newark from Philadelphia with very high recommendations. This school has been doing a remarkable work in Newark.

Frederick S. Oliver of Ballard Calif., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit.

### \$50.00 Round Trip to California.

Chicago & Northwestern Railway from Chicago, September 19 to 27. The Overland Limited, the luxurious every day train, leaves Chicago 6.30 P. M. Only three days en route. Unrivaled scenery. Variable routes. All meals in Dining Cars. Buffet Library Cars (with barber). Two other fast trains 10.00 A. M. and 11.30 P. M. daily. The best of everything. Daily and personally conducted tourist car excursions to California, Oregon, and Washington. Apply to your nearest ticket agent or address W. B. Kniskern, 22 Fifth Ave., Chicago, Ill.; H. A. Gross, 461 Broadway, New York city.





### Wholesome Advice

For People Whose Stomachs are Weak and Digestion Poor.

Dr. Harlandson, whose opinion in diseases is worthy of attention, says when a man or woman comes to me complaining of indigestion, loss of appetite, sour stomach, belching, sour watery rising, headaches, sleeplessness, lack of ambition, and a general run down nervous condition I advise them to take after each meal one or two of Stuart's Dyspepsia Tablets, allowing the tablet to dissolve in the mouth, and thus mingle with the food eaten. The result is that the food is speedily digested before it has time to sour and ferment. These tablets will digest the food anyway whether the stomach wants to or not, because they contain harmless digestive principles, vegetable essences, pepsin and Golden Seal, which supply just what the weak stomach lacks.

I have advised the tablets with great success, both in curing indigestion and to build up the tissues, increasing flesh in thin nervous patients, whose real trouble was dyspepsia and as soon as the stomach was put to rights they did not know what sickness was.

A fifty-cent package of Stuart's Dyspepsia Tablets can be bought at any drug store, and as they are not a secret patent medicine, they can be used as often as desired with full assurance that they contain nothing harmful in the slightest degree; on the contrary, anyone whose stomach is at all deranged will find great benefit from the use of Stuart's Dyspepsia Tablets. They will cure any form of stomach weakness or disease except cancer of the stomach.

At the End of Your Journey you will find it a great convenience to go right over to

**THE GRAND UNION HOTEL,**

Fourth Ave., 41st and 42d Sts.

Opposite Grand Central Depot, New York

Central for Shopping and Theatres.

Baggage to and from 42d St. Depot free.

Rooms, \$1.00 per day and Upwards

**KIDDER'S PASTILLES.** A Sure relief for Asthma. Sold by all Druggists, or by mail, 25 cents. Charlestown, Mass.

### Newark Happenings.

NEWARK, N. J.—The old question of establishing a state normal school at Newark is up again. Dr. Poland is strongly advocating a movement to secure it. The local normal school, he shows, is quite inadequate to meet the demands of the Newark applicants, to say nothing of the numbers of young people from outlying towns who want instruction here. The roll books show that pupils attend from the Oranges, Caldwell, Woodbridge, Avondale, and in fact from all the surrounding country. A great many who wish to enter have to be turned away. Dr. Poland claims that unless a state school is located here the local school will certainly have to be enlarged.

Even now the old school building has just emerged from a thoro renovation. It is half a century old, and has for years been the subject of complaint. During the past summer new maple floors have been laid, the walls tinted, the light-obscuring mullions of the windows removed and the general air of dinginess dissipated. The school is still without a gymnasium and the class-rooms will still be overcrowded.

Prin. Lewis W. Thurber's resignation from the head of the Lafayette street school has caused several changes. Prin. W. L. Heineken is moved from Charlton street to fill the vacancy at Lafayette street. He is succeeded by Prin. W. B. Hoenemann, of South street; Prin. Thomas J. Bissell is at the last named, and Prin. K. S. Blake goes to Bruce street. Vice-Prin. C. H. Gleason, Jr., is to leave State street, being succeeded at South Market street by Miss Clara Zahn.

### Popular Playgrounds.

There was general regret among Newark children when the vacation playgrounds were closed Aug. 24. The season this year lasted a full two months. The summer playgrounds are part of the work of the educational associations, tho this year the sum of \$2,500 was appropriated by the city council for the work. At the Central avenue, State street, Bruce street, Oliver street, South Market street, and Lawrence street schools there were morning and afternoon play sessions. At the Hamburg place, Newton street, South street, and Eighteenth avenue schools there were afternoon sessions only.

The women of the Educational association wanted to introduce the study of cooking, but as oil stoves would have to be used the insurance companies raised a storm of protest, and the project had to be abandoned.

The girls were especially delighted with the instruction in sewing and in raffia work.

### At Chicago University.

First College Professor.—"What are you going to do next to get your name in the papers?"

Second College Professor.—"I was thinking of declaring that the dictionary is too wordy to be considered good literature."

### What are Humors?

They are vitiated or morbid fluids coursing the veins and affecting the tissues. They are commonly due to defective digestion but are sometimes inherited.

How do they manifest themselves?

In many forms of cutaneous eruption, salt rheum or eczema, pimples and boils, and in weakness, languor, general debility.

How are they expelled? By

### Hood's Sarsaparilla

which also builds up the system that has suffered from them.

It is the best medicine for all humors.

# Pears'

Few people know the comfort and beauty of perfect natural skin.

Have you used Pears soap?

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**BEST and Most Economical COFFEE GROWN } 33c.**



Requires only two-thirds the regular quantity.

Always packed in absolutely One-Pound Air-Tight trade-mark bags, which preserves the strength and flavor for any length of time, even after it has been opened.

Good Drinking Coffees - 12c. and 15c.  
Very Fine Coffees - 18c. and 20c.

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Formosaa, Oolongs, Mixed, Ceylons, Japans, English Breakfasts, Young Hyson, Gunpowders, Imperials, and Assams.

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A Skin of Beauty is a Joy Forever

**Dr. T. FELIX GOURAUD'S Oriental Cream, OR MAGICAL BEAUTIFIER**

Removes Tan, Pimples, Moth-Patches, Rash and Skin diseases, and every blemish on beauty and defies detection. On its virtues it has stood the test of 33 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept Dr. L. A. Sayre said to a lady of the haut-ton (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all the Skin preparations." One bottle will last six months using it every day. GOURAUD'S Poudre Subtile removes superfluous hair without injury to the skin.

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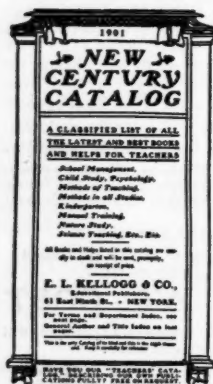
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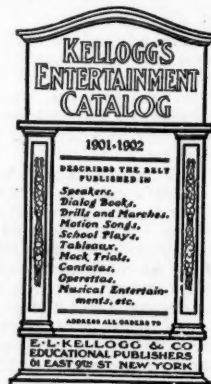
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